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ABSTRACT

A directory of the 82 African languages given high priority for instruction in the United States contains a profile for each language that includes its classification and where it is spoken, the number of speakers, dialect situation, usage, orthography status, and listings of related human and institutional resources for the purpose of systematizing instruction. The languages profiled are: Akan, Amharic, Anyi/Baule, Arabic, Bamileke, Bemba, Berber, Chewa/Nyanja, Chokwe/Lunda, Dinka (Agar/Bor/ Padang), Ebira, Edo (Bini), Efik/Ibibio/Anaang, Ewe/Mina/Fon (Gbe), Fulfulde (Fulani/Peul, Fula), Ganda (oluGanda, Luganda), Gbaya, Gogo, Gurage, Hausa, Hehe, Idoma, Igbo, Ijo, Kalenjin (Nandi/Kipsigis), Kamba, Kanuri, Kikuyu, Kongo (Kituba), Kpelle, Krio/Pidgin (Cluster), Kru/Bassa, Lingala, Lozi (Silozi), Luba (Chiluba), Luo/Acholi/Lango, Luyia, Maasai, Makua/Lomwe, Malagasy, Mandingo, Mauritian Creole, Mbundu (Kiumbundu), Mende/Bandi/Loko, Meru, Mongo/Nkundo, More, Nama, Nubian, Nuer, Nupe, Nyakusa, Nyoro, Oromo, Ruanda/Rundi, Sango, Sara, Senufo (Senari), Serer, Shona, Sidamo, Somali, Songhai, Soninke, Sotho/Tswana, Sukuma/Nyamwezi, Suppire, Susu, Swahili, Temne, Teso/Turkana, Tigrinya, Tiv, Tsonga, Tumbuka, Umbundu, Venda, Wolof, Xhosa/Zulu/Swazi, Yao (Makonde), Yoruba, and Zande. Appendices (40% of the document) include: (1) a list of languages by priority category; (2) institutional and individual questionnaires; (3) a bibliography; (4) listings of resource persons and institutions; (5) a country by country listing of the priority languages; and (6) a listing of languages and the country where it is spoken. (MSE)

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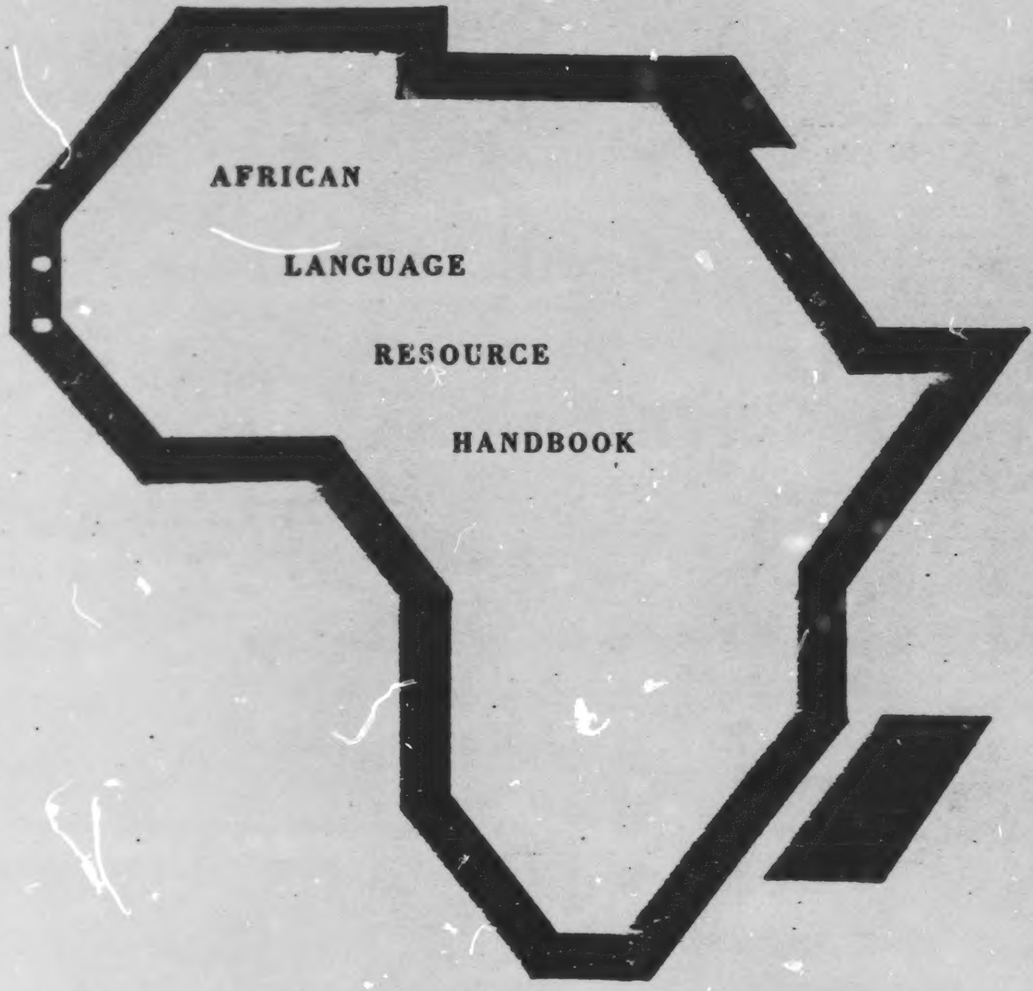

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A RESOURCE HANDBOOOK
OF THE EIGHTY-TWO
HIGHEST PRIORITY
AFRICAN LANGUAGES

By David J. Dwyer
and
Everyl Yankee

Prepublication Edition
January 1985

This book is dedicated to those with their energies and their lives are working to rid the world of Apartheid.

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ACKNOWLEDGEMENTS

We are first and foremost indebted to the United States Department of Education for their financial support and encouragement of this project. This project also could not have been carried out without the support of the large number of people (see appendix C) who supplied direct information for the individual language profiles presented in this volume. Thirdly, we are grateful to the journals, *Studies in African Linguistics* and *The Journal of African Languages and Linguistics* for publishing notices concerning this project. Fourthly, I wish to gratefully acknowledge the support from the African Studies Center, and especially Melba Lacey and Julie Smith. In the preparation of the manuscripts we acknowledge the fine typing of Kristine Isbell and Saundra Redmond. And finally we thank the project assistants, Kay Irish. Everyl Yankee, and Penny Clark for their serious and diligent work. Each of these assistants provided the project with invaluable skills which lead to the success of the final project.

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I. Introduction

1. Background

This directory represents the efforts of a project designed to provide for the first time, a listing in handbook form of the human, institutional and material resources currently available for and pertinent to the study of a select set of African languages. It is part of a general project being undertaken by the Africanist community in the United States to approach systematically the problem of most effectively offering instruction in Africa's over 2,000 modern languages. One important step in this project was taken at the March 1979 conference entitled "African Language Instruction in the United States: Directions and Priorities for the 1980's" held on the campus of Michigan State University. Participants representing the major African Studies Centers in the United States produced a set of recommendations of how they felt that instruction in African languages in this country could proceed most effectively. These recommendations included a listing of the "82 highest-priority" African langauges insofar as their teaching in the United States is concerned (see Appendix A). It is with this set of 82 languages that this directory deals.

The project was made possible through a grant from the U.S. Department of Education, with considerable support from the African Studies Center and the College of International Programs at Michigan State University, along with the worldwide cooperation and support of the Africanist community (including individuals and institutions whose names appear throughout these pages). In addition, appendix C contains an alphabetical listing of individuals whose contributions to this project merit special recognition.

1.1 The Diversity of African Languages

The reasons for choosing to study an African language are much the same as for any language. However, the choice of which language to study is complicated by the fact that Africa has more linguistic diversity, that is, more languages per unit area, than any other area of comparable size in the world. Estimates of the number of African languages, which some say are too conservative, center around 2000 distinct languages. This alone is reason enough why language in Africa must be seen in a very different perspective from that usually taken in the West, where we are accustomed to thinking in terms of one language per nation. Although we are aware of exceptions - Canada is struggling with its bilingualism, Switzerland has its trilingualism and in the United States there is the sizable Hispanic influence and language use - these exceptions are still a far cry from the African situation where one finds, on the average, around 37 languages spoken per country.

1.2 Policy Implications

This extensive multilingualism leads to a whole array of policy problems of which non-Africans are only vaguely aware. For example, what should a government's policy be on language use in the area of government, education and commerce? These decisions are not easily made, for they may well favor one group of speakers over another. Furthermore, the consequences of these policies raise other policy matters concerning the use of written materials such as, legal and official documents and text books. These matters in turn lead to questions of how to standardize those languages which lack written traditions: questions which include the establishment of an orthography, spelling conventions, and the identification of a standard dialect from among several competitors.

2.1 Language Offerings

Diversity also leads to policy questions for language educators outside Africa who are sincerely interested in helping to make the richness and significance of Africa's culture and history available to the world. These are also unaccustomed questions for Westerners. That is, in preparing to go to Germany, we would expect to study German. Serious study of Spain would involve the study of Spanish. In general, we expect that each country will have a national language, spoken for the most part by everyone living in that country. But what language do we study if we are interested in Sierra Leone, with its 20 languages? The question of which language to study goes beyond the question of what country do I wish to visit. It involves questions such as: What am I going to do there, with whom am I going to speak, and so forth. It is clear that this line of questioning might well lead to the study of any of the 2000 or so African languages.

2.2 Learning Resources

But the study of any given African language involves a whole series of questions concerning learning resources. We assume that there are textbooks, dictionaries, readers etc. in French, Spanish and German. One merely needs to go to the library or bookstore to obtain them. All that remains to be done is for us to make a serious personal commitment of time, effort and money to acquire mastery of this language.

3. The Need for Systematic Development of Learning Resources

But once we have identified an African language for study, we cannot be certain that learning materials are available, that there are instructors willing and able to teach, or institutions willing to underwrite the expenses associated with such language offerings. There are simply too many languages and too few resources to make it practically possible to offer high-quality materials and instruction for all of Africa's languages. Furthermore, if these limited resources are to be used efficiently, it will be necessary for the African language community to systematize its approach to the instruction of the African languages in the 1890's.

Currently, in the United States, the areas receiving systematic attention are as follows:

a) Prioritizing African languages for the purpose of optimizing language offerings.
b) Resource Documentation
c) Resource Assessment
d) Resource Development

3.1 Determining Priorities for Teaching African Languages

Although it should be obvious that any language in its own right is as worthy a candidate for the study as any other when the practical matters of cost and limited resources come into play, it becomes necessary to assign a priority to these languages in some way so that the widest range of needs will be served.

To establish a prioritized list of African languages, it is first necessary to establish a set of reliable and objective criteria by which such a list can be constructed. For such criteria to have any authority, they must be seen to represent the considered judgment of an informed and legitimate body.

In March of 1979 (following upon the initiative of the federally funded African Studies Center directors and language program coordinators at the November, 1978 meeting of the African Studies Association) 32 African language specialists and area directors met at a conference on the Michigan State University campus "to establish a common understanding of the problems of African language instruction and to establish a common set of priorities and directions for the 1980's." (Dwyer and Wiley, 1980). One of the most important results of this conference was the construction of a ranking of African languages for the purpose of teaching and learning priorities in the United States. These criteria, as reported in Dwyer and Wiley are listed below.

> 1. Number of speakers: this would include the number of people who speak the languages as their first language and, where information is available, those who speak it as a second language.
> 2. Political, cultural, and social importance: this includes such factors as whether the language is recognized as the official language of any country; whether it extends across national boundaries; how widely it is used as a lingua franca; whether it is a language used in educational systems; the extent to which a recognized literature, oral or written, exists; whether speakers and/or national governments are actively working in the promotion of its use and literacy in the language.
> 3. Importance for U.S. national interests: [this includes factors of economic ties, diplomatic relations and developmental cooperation which might boost a language's relative importance with respect to language offerings in this country].
>
> Dwyer and Wiley. 1980:7

3.2 Language Ranking

Having established the criteria, the conferees then proposed that rather than establishing a single rank-ordering of all African languages, these languages should be assigned to one of four priority groups (A through D), ranging from highest priority to lowest. (See appendix A.).

1) The 23 group A languages, the highest category are either significant international languages or major languages of large African countries. In addition, the people who use these languages, either as first or second languages number in the millions.

2) The 30 group B languages have a speakership of at least one million and are either significant regional languages of large countries or languages spoken in two or more smaller countries.
3) The 29 group C languages are either significant languages of smaller countries or are otherwise felt to be of special importance.
4) All remaining African languages, by far the vast majority, fall into group D.

Again, we would like to emphasize that this ranking merely represents an attempt to identify for the practical purpose of offering the widest possible coverage given the limited resources in African language instruction in the United States.

3.3 A Word of Caution

The conference report (Dwyer and Wiley: 1980) also contained a note of caution. Because of the enormity of the task of ranking some 2000 languages and the difficulty in obtaining accurate and unambiguous demographic information, particularly as regards population, categories B and C, especially, should be regarded as "open." Thus when it is shown that a language fits the criteria for another group, it should be reclassified accordingly. For example, Nama spoken in Namibia is currently classified as a group C language, but because it is represented by only 100,000 speakers it would more appropriately be classified as a group D language. On the other hand, Runyankore-Rukiga of Uganda because of its 1.5 million speakers ought to be classified as a group B language instead of its current group D classification. Appendix B contains a listing along with estimated speakers of current group D languages which appear to fit into groups B and C.

With this in mind, along with the knowledge that any language may shift in its social, political or economic importance over time, the conference members recommended a periodic review and revision of the language ranking groups.

One should also be aware of other dangers of this categorization. First, these divisions are not natural but imposed. Therefore, there are several equivocal languages which were given a ranking only after considerable discussion. There is also the risk of rigidification of what should be seen as flexible categories. Finally, there is the risk of using this categorization for purposes other than trying to provide a classification of language teaching priorities in the United States.

4. Resource Documentation

A second area where systematic work has been carried out is resource documentation. The Center for Applied Linguistics has, since 1976, been cataloging and annotating materials pertinent to the study of all African languages. This has resulted in the Johnson et al (1976) publication, Language of Sub-Saharan Africa: A Survey of Materials for the Study of the Uncommonly Taught Languages and its recent (1982) supplement. The Center for Applied Linguistic Project is complemented by our own (human and institutional) African Language Resource Project: its main goal is the identification for each of the 82 high priority languages (groups A, B and C) those individuals and institutions who are involved in any aspect of these languages which may be pertinent to the study of these languages. In addition, our Project has a secondary goal of identifying relevant learning materials (including manuscripts and obscure publications) which have not received public attention to date. These materials are of the sort which, with a modest amount of effort and expense, could make a sizable contribution to the publicly available literature for the study of these high priority African languages.

4.1 Resource Assessment

Ideally, the serious study of any language requires the following ingredients:

1) A set of learning materials
2) A trained language teacher
3) A fluent speaker of the language
4) An individual who knows the language technically
5) One or more highly motivated learners

In the case of teaching European languages, the usual practice has been to employ as the teacher someone who embraces requirements 2, 3 and 4. This individual then selects from the wide assortment of learning materials (1) those felt to be the most suitable based on the type of course, the teacher's methodology and style of teaching.

In the case of teaching an African language, though often with the exception of the group A languages, it has been necessary to employ two individuals who together embrace requirements 2, 3 and 4 and who work as a team. This team then selects the appropriate learning materials for the class.

However, in most cases there are few materials to choose from, even in the first year of study. In general, if we can find a complete set of materials, suitable or not, for the first year of study for one of these 82 high priority languages, we are fortunate. And if this set of materials is appropriate (given the course type and our teaching style and methodology), we are indeed fortunate. But when our students move on to intermediate and advanced levels of study, our chances of finding any materials, adequate or not, falls almost to nil. The fact is that there are very few African languages that have language materials designed for use beyond the beginning level of study. It is at this point where the instructional team is forced to rely on its own resources, adapting material from a variety of sources as well as generating its own materials as needed in order to cope with the task of intermediate and advanced instruction.

4.2 Materials Assessment

Thus, one of the other main areas of ongoing investigation in this country has been that of materials assessment. Initial assessment of African language materials really began in the 1960's. At that time, African languages were lumped together with all third world and minority languages under the euphemistic rubric of "critical languages" (see Fife and Nielson, 1961 and Hamp, 1965). These surveys tended to lack the appreciation for the African language situation mentioned above, and certainly the Africanist expertise needed to deal with it. The March, 1979 Directions and Priorities meeting mentioned earlier also raised similar criticisms of aspects of the report by the Modern Language Task Force on the Less Commonly Taught Languages (in Brod, ed., 1980).

In the 1970's with the support of the then U.S. Office of Education, systematic materials surveys were initiated, the most notable of which was Hodge and Spears, 1975. Here for the first time was a set of criteria for determining high priority languages, and an assessment of the learning material needs for these languages. Great as this improvement was, this assessment is now in need of revisions for the following reasons:

1) New materials have been added to the list
2) The priority listing has been refined
3) New concerns have been raised concerning the suitability of learning materials.

But production of an effective set of recommendations for the revising of these evaluations requires the involvement of the entire African language teaching community. Only when the users of these materials are involved in this process will these guidelines have any practical value.

To this end, the U.S. Department of Education with additional support from the national endowment for the humanities provided funds for the planning and conducting of a guidelines conference held on the campus of Michigan State University in the spring of 1984 and during which the question of developing guidelines was addressed.

II. The Structure of the Directory

1. Background

This directory is intended to serve as a guide to the 82 above-mentioned, high priority African languages. The body of the directory consists of a language by language profile containing the following types of information.

1. Language classification and where spoken
2. Number of Speakers
3. Dialect Situation
4. Usage
5. Orthography status
6. Resources
   a) Human
   b) Institutional

These categories, which emerged in the course of developing these language profiles, represent the basic concerns of any program to systematize the teaching of these languages in this country that appeared during the course of this project. The discussion that follows brings out the thinking behind these basic concerns showing their importance to the planning of systematic and efficient African language offering in this country.

2. The Language Headings

As we began assembling these profiles, we encountered a major complication: an underlying, if not overt assumption of the 1979 priorities conference, was that each of the 82 language headings represented a distinct language in the western sense - that only one set of learning materials need be assembled for adequate instruction in the language. In our task of assembling these language profiles, we found many instances where the linguistic varieties (dialects) found under a language heading might for a variety of reasons require more than one set of learning materials. As we became more deeply involved in this issue, it became clear that before anything could be done in the way of materials recommendations, it would be necessary to know how many sets of learning materials would be adequate for teaching the languages and dialects included in each of the language headings.

3.2 Language Units

For the purposes of this discussion, we define the term "language unit" as a collection of dialects and possibly even distinct languages for which one set of learning materials would provide adequate coverage. With this definition we then undertook the task of determining how many language units belonged to each of the 82 priority language headings.

4. Identifying Language Units

The establishment of such language units is much more difficult than would appear from this definition. Above all, it must be seen that such units must conform to the social reality of the usage of the language varieties under consideration. Thus while structural measurements of common vocabulary, shared morphological and syntactic features and degree of mutual intelligibility may be useful in the task of identifying these language units, it may well be that historical developments involving economic, social and cultural factors may render these structural criteria not only irrelevant but in fact misleading. Furthermore, we must recognize the possibility that even a thorough knowledge of the historical context will not lead us to unequivocal language units.

5. The Role of Written Traditions

In many cases, our task has been simplified or even completed because of the existence of a standard literary form of the language in question. When this occurs, as in the case of Amharic, Swahili and Hausa, language materials are generally written using the standard literary form (even though explanatory notes and perhaps diacritics may be needed to explain how the written form is to be pronounced).

Furthermore, it is clear from our knowledge of the development of language standardization in the West, that literacy and the establishment of a written tradition have played an extremely important role. In this regard, one of the clearest indicators of whether two linguistic varieties (languages or dialects of the same language in the strictest sense) are considered distinct languages or dialects of the same language, is whether the two varieties share the same literary tradition or not. In fact, we may go further by noting that different literary traditions are often represented by different dictionaries which specify the written form that is to be used, regardless of phonemic form of the dialects involved. Thus German and Dutch, while being mutually intelligible, stand as separate and distinct languages by virtue of their different writing traditions and distinct dictionaries.

6. The Task of Establishing a Written Tradition

Most African languages do not have a written tradition that goes back before the turn of the century. And in the twentieth century rush to develop orthographies and writing traditions for these languages by various agencies, official and unofficial, it has often been the case that several competing writing traditions arose for what is ostensibly the same linguistic form. In the latter half of the 20th century, the task of language planners and policy makers in Africa has not been so much one of establishing a written tradition but one of resolving the problem of conflicting traditions within a language.

It should be clear as well, that while one orthography may be better from either a phonemic or practical writing point of view, the process by which a single writing tradition emerges is essentially a political one involving negotiation, compromise and legislation - processes that can only occur over time. Needless to say, these processes are currently going on in all countries of Africa, generally with official government sanction, but usually with limited financial support because of the limited cash resources of most African countries. Nevertheless, language teachers need to recognize that these efforts to establish written traditions are tantamount to establishing a standard dialect of the language. Not only is this an important and natural development in its own right, when accomplished, it solves the task defined above of establishing what we have termed 'language units'. It is important then that the African linguistic community outside of Africa not only keep abreast of these efforts, but also offer, when possible, assistance.

7. The Domain of a Language

Related to the questions of usage and orthography is the problem of identifying the domain of the language headings used in this directory. The term 'domain' as we use it deals with the question of where, on what occasions and with whom is a language spoken. This seemingly simple question, especially in Africa, is not so easily answered.

It is not that this matter has not already been investigated. Several surveys of the domain of the languages of Africa have been undertaken, such as Voegelin and Voegelin (1978), Grimes (1978), and Heine's (1978) survey of the lingua franca of Africa. Similar work has been done periodically by missionary societies such as the United Bible Society's World Translation Program Report UBS. David Dalby (1977) of the School of Oriental and African Studies of the University of London has put together a detailed map of the language of Africa.

The question of domain is complicated by the reality that one cannot always draw sharp boundaries separating one language from another and subdividing a language into its dialects. We find within Africa, as elsewhere, language areas (e.g., eastern Nigeria, southern Liberia) where mutual intelligibility exists between adjacent communities but not across the area as a whole. This situation points out the futility in insisting that mutual intelligibility is a reliable criteria for either separating languages or defining dialects.

This question is also hindered by conceptions of what constitutes a language community. For some, it includes all people speaking a common linguistic form, for others it represents an ethnic group or geographic region (regardless of whether what is spoken there is distinct from other groups or regions). The conception of language also involves the question of whether one community wants to be included in the same linguistic term as that used by another community (there are those who argue that British and American English are different languages). Finally, finding the answers to the questions of domain are further complicated by lack of information and by conflicting information. Reasons for this are understandable. Dialect surveys of the sort required to answer the question of domain are time-consuming and expensive and something rarely considered a priority item.

We are encouraged by the work of Michael Mann and David Dalby of the School of Oriental and African Studies and the International African Institute who are (personal communication, June 3, 1983), "currently completing a Directory of African Languages, which will consist of a classified, annotated and indexed list of African languages with a substantial bibliography." Although this Directory will not appear in print before the publication of our own report, it is clear that this Directory does simplify our task in profiling the 82 selected languages. For now it is possible to refer the reader to the Directory for more extensive information on these languages while we limit our task in this area to that of providing enough information to identify the domains of these languages headings. This information is supplied by items 1) and 2) of the profile.

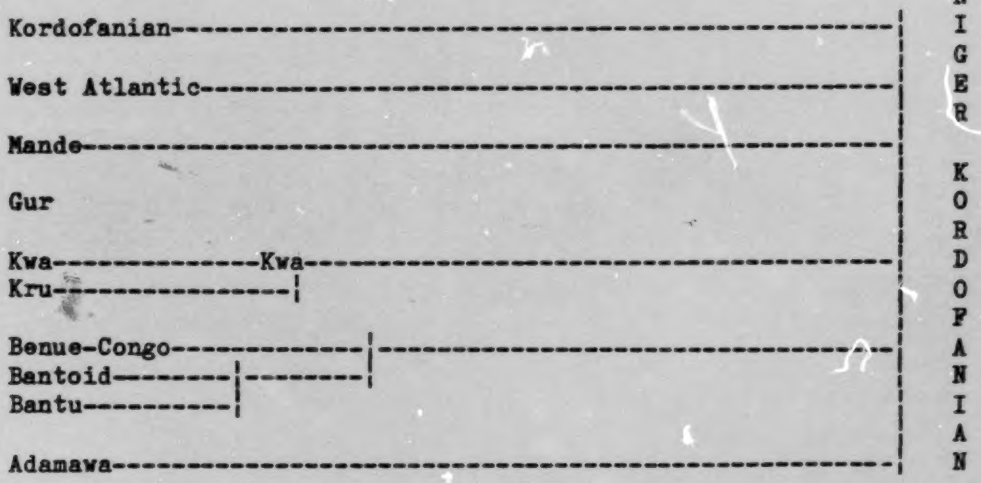
III The Structure of Profiles

The heart of our directory consists of a set of profiles for each of the 82 African languages given high instructional priority in the U.S. The following section discusses the nature of and the kinds of information contained in each profile. In compiling these profiles we were frequently confronted with conflicting reports concerning the topics given below. We have done our best in resolving these conflicts but recognize that errors may exist. We would be grateful to receive any updates, revisions or corrections so that they may be included in a subsequent edition of this volume. Individuals are therefore encouraged to complete the relevant sections of the language Fact Form (Appendix L) and send it to David Dwyer, African Studies Center, Michigan State University.

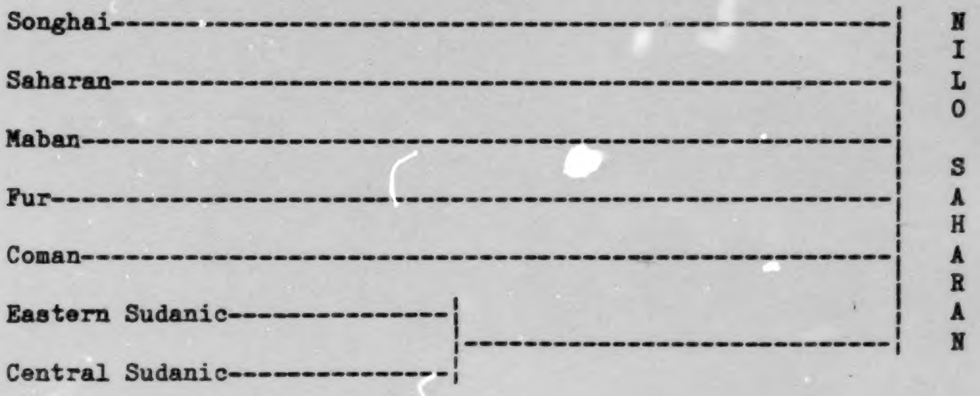
1. Classification and where spoken

Each language heading is identified by giving its classification and location. Because the purpose of the classification is simply that of identification of the language in question, we have generally followed the familiar Greenberg (1963) despite the existence of more recent statements such as Bennett and Sterk (1977) for Congo-Kordofanian (including Guthrie for Bantu), Koisan and Afroasiatic (but Bender (1977)) for the Nilotic and Semetic languages of northeast Africa. These classifications are given below.

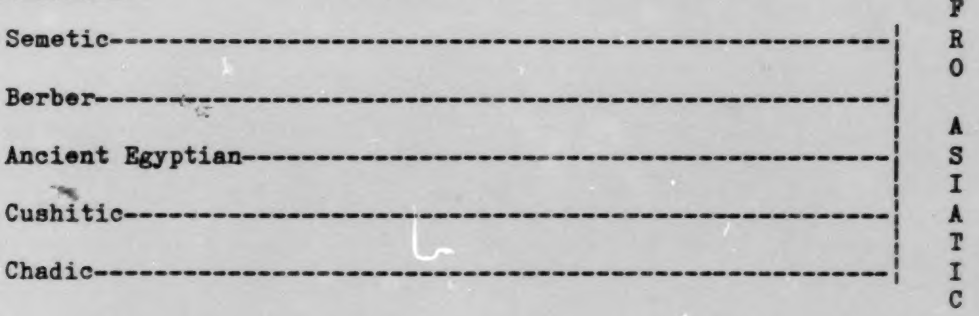
Niger-Kordofanian


Kordofanian
West Atlantic
Mande
Gur
Kwa
Kwa
Kru
Benue-Congo
Bantoid
Bantu
Adamawa
NIGER KORDOFANIAN

Nilo-Saharan


Songhai
Saharan
Maban
Fur
Coman
Eastern Sudanic
Central Sudanic
NILO SAHARAN

Afro-Asiatic


AFRO ASIATIC
Semetic
Berber
Ancient Egyptian
Cushitic
Chadic

In the case of the Bantu languages, we have added Guthrie's (19xx) subclassification numbers to aid in the identification of the language.

With respect to where these languages are spoken, we limit the specification to country and region (political or geographic) and where possible we have cited sources with language maps.

2. Number of Speakers

The number of speakers who use a language is a reasonable approximation of the social significance of a language. In most cases, data concerning the number of speakers varied considerably, usually more recent estimates showing many more speakers. Our practice here was to cite range, making an effort to provide most recent data available. While we have made every effort to provide statistics on second language users, this effort has been hindered by limited data.

3. Dialect Situation

We noted earlier that an important factor in planning language offerings was the question of how many sets of learning materials would be required for each language heading. We also noted that the best and most dependable approach to the question was first to examine the nature of the written tradition or traditions subsumed under the language heading. Where such traditions were firmly in place, an answer to the materials question is usually obvious. In the remaining cases, a dialect survey which addresses the following points is in order:

a) What are the significant dialects of the language group under consideration?
b) What criteria was used to establish these differences?
    i) degree of mutual intelligibility
    ii) common vocabulary
    iii) phonetic similarity
    iv) social differences
    v) political distinctions
    vi) other

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c) Given this information, how many different sets of materials are required for a language heading? Which dialects (or language names) can be grouped together for teaching purposes, and for each set, what would be the basic dialect upon which materials are to be based?

Because dialect surveys are carried out as part of other projects, it is rare that a dialect survey will appear in the form as described above. Thus it is quite possible that while we have stated that such a dialect survey is unknown to us or does not exist, we stand to be corrected and will include this information in future revisions of this report.

4. Usage

Information concerning the social significance (i.e., usage) is necessary to fully answer the question of the "domain" of the language headings we have established the following categories:

a) Official Status
As used here, the term official language (as opposed to an unofficial language) is one that has received some type of formal national recognition. Usually associated with this recognition is its authorized usage in one or more of the following areas:
(1) education,
(2) radio and television,
(3) government and as a lingua franca.

b) National - Regional - Local Language
Within a country, a language may be spoken nationally, regionally or locally. This fact is independent of its being officially recognized and authorized or not.

c) First Language - Lingua Franca
A third parameter concerns whether a language is spoken principally as a mother tongue or whether it is used substantially as a lingua franca (vehicular language, trade language), that is it is used both as a first language and a second language.

5. Orthographic Status

As mentioned earlier, the establishment of a standard orthography is of relevance not only to first language users but for the creation of standardized language learning materials. For this reason, we have attempted to seek out information concerning the status of an official or standard orthography for each of these languages.

Ideally a standard orthography should deal with the following issues:

a) How should the segmental phonemes be represented?
b) How should the suprasesegmental phonemes be represented?
c) How are words spelled?

On a practical level, these issues are resolved with the appearance and acceptance of a dictionary.

6. Sets of Learning Materials

The facts concerning dialect variation, usage and the existence of a standard literary language can lead to the determination of how many sets of learning materials will be required tc permit the learning of language varietys included in this language heading. Where possible this information has been included along with an indication of which dialects such materials should be based on. However, since this is the first compilation of such information and because of the lack of complete data in many instances, it should be viewed as suggestive, and put forth for the purposes of discussion rather than as absolutely definitive.

7. Resources

Our aim has been to include under this item, all individuals and institutions who are carrying out work that is in some way pertinent to the teaching of these 82 language headings. Pertinent areas include, but are not limited to, theoretical and social linguistics, language teaching, translation and language planning.

Our task was to identify these individuals and institutions. Our approach proceeded as follows. First we assembled a list of institutions including universities, government agencies, private organizations (including missionary societies) throughout the world that in our opinion might possibly be involved in the study of African languages. We wrote to these individuals to determine if in fact they were, and if so asked them to complete a questionnaire (see Appendix D) concerning the nature of those activities.

Specifically we wanted to know:

a) With which of these languages were they working
b) The nature of that work (teaching, materials, development, evaluation)
c) The names of other individuals doing the work
d) The names of other individuals and institutions outside the United States, especially in Africa, who are involved in work in the same area.

This questionnaire thus produced direct information on these institutions and also provided the names of individuals as well as institutions which we could then follow up on in the same way.

(a) Combing through membership lists of the Modern Language Association and the Linguistic Society of America (here we were especially interested in names with African addresses). We also had access to the membership lists of relevant conferences, which would attract individuals with an interest in African languages, such as the 1983 Conference on African linguistics held in Madison.

(b) Culling surveys of African language instructional materials, for authors including those compiled by the Center for Applied Linguistic and ACCT which focuses on the languages of francophone Africa.

(c) Consulting general reference works such as the Bibliographia Linguistica by extracting over the last 5 available years for authors of pertinent technical articles on any of our 82 language headings.

(d) Announcing in Journals and at Professional meetings the purpose of our project, our interest in obtaining names of individuals and institutions in this regard. Specifically we would like to express our appreciation to the editors of Studies in African Linguistics and Journal of African Languages & Linguistics for publishing these announcements.

These procedures led to the construction of a sizable list of individuals. As in the case of institutions, we sent questionnaires (see Appendix E) asking those individuals about the nature of their work and also for referrals to other individuals and institutions, especially in Africa doing similar work.

Although we feel that we have made every effort to identify every individual and institution in the world doing work on these African languages, we do wish to apologize for any omissions (individuals or institutions) that might have occurred and ask in such an event that a copy of the revised questionnaire (see Appendix K) be filled out and sent to us at the African Studies Center, Michigan State University, East Lansing, Michigan, 48824. We fully intend to include these names in an up-dated subsequent edition of the handbook.

The information requested from both individuals and institutions was quite extensive, however, sorting and systematizing this data turned out to be a very demanding project involving the use of a database system, which "crashed" once during the project necessitating a complete rekeying of the data. An additional problem concerned the question of how much data to include in the listings. Because of the variability in the responses (in some instances, for example, we received conflicting information). Therefore, we decided that we would list any individual or institution for which there appeared sufficient information to suggest that work (teaching or research) was being carried out with respect to that language. Also, because of space limitation, the list of individuals and institutions is limited to a brief indication of the areas of their current activities. Needless to say, further information can be acquired by contacting the institutions or individuals listed.

8. Materials Available

It had been our intention to list for each language heading a set of recommended language materials. However, we found that in response to our individual questionnaire, in many cases the recommendations for one language heading (due to different approaches to language teaching) were at odds with one another, to the point where one text which was highly recommended by one individual, was to be found unworthy by another. There were relatively few cases where full agreement existed. Given this development, we decided not to list for each language heading a recommended learning package. Instead we plan to issue almost immediately a compendium listing the learning materials currently known to exist for the 82 high priority languages. This companion volume will incorporate entries appearing in various published sources (such as the Center for Applied Linguistics, see above) as well as specified listings reported in correspondence (as part of our task, we asked in our questionnaires for information concerning the existence of potential instructional materials, published and in manuscript form, which have managed to elude the Center for Applied Linguistic's survey).

Our questionnaire also asked that individuals comment on the areas of greatest need for the development of new instructional materials. Here, we found in a large number of cases that there was sufficient agreement to make a representative statement of such needs.

AKAN (A-1)

1 CLASSIFICATION AND WHERE SPOKEN

The dialect cluster of the Akan family belongs to the Kwa subgroup. These Akan dialects (see below) are spoken primarily in Ghana as well as in neighboring areas of the Ivory Coast.

2 NUMBER OF SPEAKERS

WTPR (1982) lists four million speakers total. Voegelin and Voegelin (1977) cite a figure of 2,000,000 attributed to Welmers.

3 DIALECT SITUATION

Akan has five main dialects which are generally considered mutually intelligible. They are Agong, Akuapem, Asante, Brong, and Fante.

4 USAGE

Akan is the first language of between 40% and 60% of the people in Ghana. It is also a widely-used trade language. Two periodicals are published in Akan: Nkwantabisa and Akwansosem. Akan radio broadcasts are also heard in Ghana.

5 ORTHOGRAPHIC STATUS

Standardized orthographies exist for Asante, Akuapem, and Fante; however a unified Akan orthography for these three is nearing completion (Bureau of Ghana Languages project).

6 SETS OF LEARNING MATERIALS

One set of materials would be sufficient.

AKAN (Continued)

7 RESOURCES

A. Institutional Resources

*Bureau of Ghanian Languages
*Cambridge University
*Friends World College
*Howard University
*Indiana University
*Iowa State College
*Michigan State University
*Northwestern University
*Rijksuniversiteit te Leiden
*SUNY, Brockport
*School for International Training
*Southern Illinois University
*University of Cape Coast
*University of Ghana
*Yale University

B. Individual Resources

Jkyeame Kwabena Adi
W.K. Adi
Mr. J.E.K. Aggrey
Mr. K. Annoh-Kumi
Kenneth Assan
Mr. S.W. Asomaning
Prof Lawrence Boadi
J.K.Brantuo
Isaac Kodwo Cinebuah
Stanley Cushingham
M.E. Krop Dakubu
Dr. Florence A. Dolphyne
Susan Domowitz
Mr. Francis B. Eschun
Dr. B. Forson
Victoria Fromkin
Mr. J. Gyekye-Aboagye
Mr. K.K. Keelson
E.O. Koranteng
Dr. E.N.A. Mensah
J.H.K. Nketia
Daniel Ofei-Darko
Kofi Asare Opoku
David Owusu-Ansah
Colin Painter
Paul Schachter
P.L. Shinnie
Prof J.M. Stewart
Dennis Warren
Jonas Yeboa-Dankwa

AMHARIC (A-2)

1 CLASSIFICATION AND WHERE SPOKEN

Amharic is an Ethio-Semitic language of South Semitic (Bender 1976) spoken in the central highlands region of Ethiopia.

2 NUMBER OF SPEAKERS

Amharic has 8.5 million first-language speakers and some 5.5 million second language speakers (Bender, 1976; WBTR, 1982).

3 USAGE

Amharic is the national language of Ethiopia and the official language of the educational system and the Sudan Broadcasting System. There are many periodic publications in Amharic, including *Ethopia*, a weekly law, commerce and Trade journal. Radio transmissions include Ethiopia's *Voice of Revolutionary Ethopia* as well as forign transmissions by Deutsche Welle Relay, the Sudan Broadcasting Service and South Africa broadcasting from Rwanda.

4 DIALECT SURVEY

No extensive dialect survey work on Amharic has come to our attention.

5 ORTHOGRAPHY STATUS

Amharic has a standard orthography.

6 SETS OF MATERIALS NEEDED

Because Amharic has a standard literary dialect only one set of materials is required.

AMHARIC (Continued)

7 RESOURCES

A. Institutional Resources

*Addis Ababa University
*Baptist Mission of Ethopia
*Bible Society of Ethopia
*Cambirdge University
*Cooperative Language Institute
*Foreign Service Institute
*Howard University
*Instituto Universitario Orientale
*Langues et Civilisations a Tradition Orale (LACITO)
*Michigan State University
*Northwestern University
*Rijksuniversiteit te Leiden
*SUNY, College at Utica/Rome
*SUNY, Buffalo
*School of International Missionaries
*Southern Illinois University
*Stanford University
*Sudan Interior Mission
*University of Florence
*University of Giessen
*University of Illinois at Urbana
*University of London (SOAS)
*University of Maryland at Baltimore County
*University of Paris III (INALCO)

B. Individual Resources

Amsalu Aklilu
D.L. Appleyard
Tizita Belachew
M. Lionel Bender
Hatte Blejer
Dr Loren Bliese
Dr. Francis P. Cotterell
C.H. Dawkins
Abraham Demoz
Jack Fellman
Hailu Fulass
Prof. L. Fusella
Michael Gasser
Prof. G. Goldenberg
Robert Hetzran
Grover Hudson
A.K. Irvine
Thomas Kane
Prof. Olga Kapeliuk
Wolf Leslau
Gretta D. Little
Miss Mina Moen
Prof. H.J. Polotsky
J. Stone
Stefan Strelcyn
Tsehaye Teferra
Joseph Tubiana
E. Ullendorff
Ewald Wagner

ANYI/BAULE (B-1)

1 CLASSIFICATION AND WHERE SPOKEN

Anyi and Baule are closely related dialects in the Akan branch of Kwa. They are spoken in southeastern Ivory Coast and southwestern Ghana.

2 NUMBER OF SPEAKERS

Burmeister (personal communication, 1983) estimates about 500,000 speakers of Anyi; WTPR (1982), on the other hand while Voegelin and Voegelin (1977) cite 450,000, Derive (1978) notes 1.01 million speakers of Baule and 264,000 speakers of Anyi in the Ivory Coast.

3 USAGE

Anyi and Baule are local languages.

4 DIALECT SURVEY

Dialect survey work for Baule is going on at the University of the Ivory Coast; Anyi dialect work is being carried out by the Societe Internationale de Linguistique.

5 ORTHOGRAPHY STATUS

Anyi and Baule in the Ivory Coast use the official orthography developed for all languages in that country; Ghanaian orthography varies.

6 SETS OF LEARNING MATERIALS

For various linguistic and sociolinguistic reasons, it is suggested that two (separate) sets of materials be prepared.

7 RESOURCES

A. Institutional Resources
    University of the Ivory Coast

B. Individual Resources
    J. Burmeister
    M. Carteron
    Georges Effimbra
    J.P. Eschlimann
    P. Jaboulay
    Jonathan Kaye
    Anoh Kouao
    Dr. Judith Timyan
    Kouadio Nguessan
    W. Leben

ARABIC A-3

1 CLASSIFICATION AND WHERE SPOKEN

Arabic is a Semitic language within Afro-Asiatic usually associated with the Middle East but also very prominent in Africa. It is found not only in the northern third of Africa, where it is generally the de jure national language, but also throughout the entire continent via its daily use in Islamic life as well as a medium of instruction in Islamic schools.

2 NUMBER OF SPEAKERS

There are at least one hundred million first-language speakers of Arabic today.

3 USAGE

In addition to what was said under classification we note that Arabic also serves as a lingua franca in much of Africa. In sub-Sarahan Africa, Arabic is heard in government radio broadcasts in Chad; on Radio Garoua (Cameroun); on Radiodiffusion-Television de Djibouti; on Voice of the Revolution (radio), Ethiopia; on Radiodiffusion-Television de Guinea-Conakry; on Radio-Television Malagasy; on Radio National de la Republique Islamique de Mauritania; on La Voix du Sahel (radio), Niger; on Federal Radio Corporation of Nigeria broadcasts; and on Sudan Broadcasting Service and also from religious radio stations in that country.

4 DIALECT SURVEY

There are many varities of Arabic. Formal, literary (Egyptian) is often considered the standard; so is Modern Standard (based on Cairene Arabic).

5 ORTHOGRAPHY STATUS

Arabic has a standardized orthography.

6 SETS OF MATERIALS NEEDED

Although Arabic has a standardized orthography, there is considerable dialect variation suggesting that several sets of learning materials are required. However, although there are courses based on different dialects of Arabic, the general practice has been to teach the Modern Standard Cairene Arabic. This fact suggests that most effort should be placed on the development of learning materials for this dialect.

ARABIC (Continued)

7 RESOURCES

A. Institutional Resources
*Allama Igbel Open College
*American University in Cairo
*Bar-Ilam University
*Boston University
*Bourguiba Institute of Modern Languages
*California State University at Chio
*Columbia University
*Creighton University
*Ecole Practique des Hautes Etudes
*Farileigh Dickingon University at Rutherford
*Foreign Service Institute
*Gospel Mission Union
*Howard University
*Indiana University
*Instituto Universitario Orientale, Naples
*Kent State University
*Langues et civilisations a Tradition Orale
*Lock Haven State College
*Lund University
*Michigan State University
*Monterey Instute of Foreign Languages
*New University of Ulster
*Northeastern University
*Northwestern University
*Ohio University
*Rijksuniversiteit te Leiden
*Princeton University
*Rutgers University
*SUNY, Binghamton
*SUNY, Buffalo
*SUNY, College at New Paltz
*Stanford University
*University of California at Los Angeles
*University of California at Berkeley
*University of Colorado
*University of Florida
*University of Gissen
*University of Illinois at Urbana
*University of Kansas
*University of Michigan at Ann Arbor
*University of Minnesota
*University of North Carolina at Chapel Hill
*University of Paris III (INALCO)
*University of Sidney
*University of Stockholm
*University of Uppsala
*University of Utah
*University of Wisconsin-Madison
*West Virginia University
*Western Michigan University
*Yale University

B. Individual Resources

Peter F. Abboud
Said Abdelrahim
Zakki Abdul-Malak
Rashid Abu Bakr
Prof. Ahmed Al-Hagaggi
Abdulmuneim M.A. Al-Karouri
M.A.H.A.H. Al-Nadvi
Prof. Attia Amer
Mulugeta Andualem
Joseph Applegate
Prof Gabor Asfour
Dr. Shukri Muhamad Ayyad
Abd al-Rahman Ayyub
Dr. Al-Said Badawi
David Bawarith
Constence E. Berkley
Hatte R. Blejer
Jan-Olaf Blichtfelt
Mohamed Bouasziz .
Prof Francesco Castro
Anwar Chejne
Prof Dustin Cowell
Dr. M. Dekkak
James Dickins
Christopher Ehret
Prof A. Eltayib
Wallace M (Dr.) Erwin
Dr. K.A. Fariq
Charles J Ferguson
Stephen H. Franke
Abdul Aldumati Gafar
Zahia Gafsi
Mr. Lionel Galand
Trevor Glassik
Souraya Haddad
Sakmi Hanna
Dr. Sabry Hafez
Alan Kaye
Dr. Elahi Bakhsh Jarullah
Bengt Knuttson
Mohedin Khalil
Prof. Trevor LeGassick
Jerry Lampe
Prof. Ernest McCarus
Dr. M. MacDonald
Mohamed Moada
Ismat L. Medhi
Dr. Khalid Mustapha
Claudia Moe
S.Z.H. Navi
A.H. Nadvi
Kjell Norlin
R.S. O'Fahey
Salem Ounais
Barbara Peters
Ismail Poonawala
Prof. Raji Rammouncy
Klaus Rohrborn
Eva Riad
Karin C. Ryding
Frithiof Rundgren
Dr. Bello Salim
Prof. Bianca Scarcia
Arthur Alan Saxe
Mahmud M. Shakir
Dr. Irfan Shahid
Jay L. Spaulding
P.L. Shinnie
Dr. Barbara Stowasser
Fathi Talmoudi
Prof. Abdalla Tayyiz
Robin Thelwall
Gosta Vitestam
Gafsi Zahia
Andrzej Zaborski
Prof Farhat Ziadeh
Yuri Zawadowski

BAMILEKE B-2

1 CLASSIFICATION AND WHERE SPOKEN

Bamileke is a cover term for a closely-related group of languages spoken primarily in the East Province but also in the Northwest and the West Provinces of Cameroun. There is considerable debate concerning the classification of Bamileke; it is generally considered to be in the Mbam-Nkam group of Grassfields Bantu.

2 NUMBER OF SPEAKERS

WTRP (1982) lists 210,000 while, 313,200 (Vogelin and Voegelin (1977). Alexandre (1981) estimates 750,000 speakers.

3 USAGE

Bamileke is a local language. Radio transmissions in Bamileke are heard on Radio Douala in Cameroun.

4 DIALECT SURVEY

No dialect survey has come to our attention. LACITO has been researching the Bamileke languages/dialect situation for several years.

5 ORTHOGRAPHY STATUS

No information is available to us on this topic.

6 SETS OF MATERIALS NEEDED

The number of sets needed for Bamileke is unclear at this time.

7 RESOURCES

A. Institutional Resources
    *Society International de Linguistique

B. Individual Resources
    Larry Hyman
    H. Kamany
    Gabriel Nissim
    Kenneth Stallcup

BEMBA B-3

1 CLASSIFICATION AND WHERE SPOKEN

Bemba belongs to the Bemba Group (Guthrie M42) of Bantu and is spoken in the Northern, Luapula, Copperbelt and Northwestern Central Provinces of Zambia, as well as in southeastern Zaire.

2 NUMBER OF SPEAKERS

WTPR (1982) lists 1.5 million speakers. Zambia's 1969 census reveals that about 34% of the population (1.5 million) speak one of the languages in the Bemba group. Voegelin and Voegelin (1977) list 170,000 first language users.

3 USAGE

Bemba is a national (official) language in Zambia and is widely used as a lingua franca, especially in urban areas and in Copperbelt Province and in radio broadcasts. At least one periodical, Mbila, is known to exist.

4 DIALECT SURVEY

In addition to the five dialects of Bemba, Ngoma, Lomotua, Nwesi and, Lembue, there is "Town Bemba" which "is to be found everywhere in the (Zambian) copperbelt", (Heine 1970). Although Town Bemba is a lingua Franca, derived from Bemba, Richardson (1981) considers it justified to consider them different languages.

5 ORTHOGRAPHY STATUS

The existence of a written tradition in Town Bemba is reported in Heine (1970). Further details are unavailable.

6 SETS OF LEARNING MATERIALS

One set of learning materials should be prepared based on standard Bemba.

7 RESOURCES

A. Institutional Resources
- *Centre National de la Recherche Scientifique
- *Language Study Center (Zambia)
- *Missionaries of Africa
- *University of Cologne
- *University of Wisconsin at Madison
- *Howard University

B. Individual Resources

Debora Bornstein
Stephen Chipalo
Lazarus Kamukwanba
Mubanga E. Kashoki
Louis Oger
Michael Mann

BERBER B-4

1 CLASSIFICATION AND WHERE SPOKEN

The Berber languages belong to the Berber branch of Afro-Asiatic. Berber consists of perhaps two dozen distinct languages, many with numerous dialects. The three noted above are: 1) Tamazight, spoken in central Morocco; 2) Tamacheq, spoken by the Tuareg people in Algeria, Libya, Mali, Mauritania, Morocco, Niger, northern Nigeria, Senegal, Tunisia, and Upper Volta; and 3) Kabylle, spoken in northern Algeria.

2 NUMBER OF SPEAKERS

Population shifts make estimates almost impossible. Lionel Galand (in press) estimates that there are presently eight million first-language Berber speakers. Voegelin and Voegelin (1977;297) say, "this is a conservative estimate". The 1972 Niger census alone notes 127,000 "Tuarag, etc." speakers.

3 USAGE

Usage varies with each locality. Tamacheq is a national language of Niger and is also broadcast over Radiodiffusion du Mali.

4 DIALECT SURVEY

Numerous dialect studies exist, but we are not able to determine how many separate sets of materials would be needed.

5 ORTHOGRAPHY STATUS

Berber does not have a standardized orthography. It is written with either Roman or Arabic script, and materials have often been prepared with an adapted French orthography. Some materials have been prepared in the Berber alphabet, which is known as tifinagh. However, Mitchie (personal communication 1983) has provided this additional information; "in 1981 the 'Groupe d'Etudes Berberes (GEB)' published a manual Initation a l'Ecriture whose objective was to familarize Berber speakers with the conventional symbols currently used for the transcription of their language."

6 SETS OF LEARNING MATERIALS

Harries (personal communication, 1984) suggests choosing a "central, conservative dialect [with] supplements giving crucial differences in other (about 4 to 5) important dialects."

BERBER (Continued)

7 RESOURCES

A. Institutional Resources
- *Baptist International Mission
- *Ecole Practique des Hautes Etudes
- *University of California at Los Angeles
- *Langues et civilisations a Tradition Oral (LACITO)
- *University of Michigan at Ann Arbor
- *University of Paris III
- *University of Wein, Instut fur Afrikanistik

B. Individual Resources
- Hatte R. Blejer
- Mr. Bonvini
- J.F.G. Bynon
- Alan Fisher
- Mohamed Guerssel
- Janet Haries
- Mouloud Mammeri
- Nora Mitiche
- Dr. Walter Schicho
- Ekkehart Wolff

CHEWA/NYANJA A-4

1 CLASSIFICATION AND WHERE SPOKEN

This language belongs to the Nyanja Group of Bantu (Guthrie G30) and is spoken in Malawi (where it is known as Chewa) and in Zambia (where it is known as Nyanja). It is also spoken in Zimbabwe, Mozambique, and Tanzania.

2 NUMBER OF SPEAKERS

WTPR (1982) notes 4 million speakers for Malawi, only. Zambia's 1969 census states that 755,000 people or about 17% of the population speak one of the languages of the Nyanja group. Heine (1970) suggest a figure of 2.1 to 2.2 million first and second language speakers.

3 USAGE

Chewa is an official language in Malawi. Nyanja is an official language in Zambia, a lingua franca in Lusaka. Zambia has radio broadcasts in Nyanja as well as a monthly magazine. Malawai has radio broadcasts in Chewa. The Malawi department of information and tourism publishes Boma Latha, a Chichewa daily.

4 DIALECT SURVEY

No detailed dialect survey has come to our attention.

5 ORTHOGRAPHY STATUS

A standardized orthography for Chewa in Malawi exists, as does one for Nyanja in Zambia. Differences are minimal.

6 SETS OF LEARNING MATERIALS

Scotton (personal communication, 1983) states that one set of materials would be sufficient for Chewa and Nyanja.

CHEWA/NYANJA (Continued)

7 RESOURCES

A. Institional Resources
- *Africa Evangelical Fellowship
- *Baptist Evangelical Fellowship
- *Baptist Mission (Malawi)
- *Cambridge University
- *Chechewa Board
- *Indiana University
- *Michigan State University
- *Missionaries of Africa
- *University of Florida
- *University of Illinois at Urbana
- *University of Malawi
- *University of Wisconsin at Madison

B. Individual Resources
- Mr. E. J. Chadza
- A.K. Deklerk
- F. Kaiyah
- Katherine Kadzimira,
- Dr. Yahan Loew,
- J.A. Louw
- J.T. Matanje
- Sam A. Mchombo
- Dr. S. Moto
- Francis Moto
- Enoch T. Moulu
- Enoch S.T. Mvula
- Dr. I.A.J. Nankwenya
- Ruth Marie Olsen
- Gregory Orr
- Thomas Price
- Father Salaun
- Carol Scotton
- Dr. Ernst Wendland

CHOKWE/LUNDA B-5

1 CLASSIFICATION AND WHERE SPOKEN

Chokwe and Lunda are two Bantu languages of the Chokwe-Luchazi Group, (Guthrie K10), and Lunda Group, (Guthrie L50) spoken in overlapping areas roughly consisting of the intersection of northeastern Angola, southwestern Zaire, northwestern Zambia, and extending diagonally from northwest to southeast.

2 NUMBER OF SPEAKERS

WBTR (1982) notes 170,000 Lunda and 500,000 Chokwe speakers (first language). Angola's 1960 census notes 396,264 "Lunda-Chokwe" speakers. Both languages are also somewhat known as second langauges between these two groups.

3 USAGE

Lunda is a national language of Zambia. The Burea of Information Services publishes, Ngoma, a Lunda monthly. Chokwe is a national language of Angola and a lingua franca in this area and is used on Radio Nacional de Angola.

4 DIALECT SURVEY

No dialect surveys are known to us as of this writing. UNESCO/UDP is sponsoring a project which prepares literacy and other types of materials in Chokwe.

5 ORTHOGRAPHY STATUS

An orthography for Lunda exists but tone and vowel length conventions have not been established. The status of Chokwe's orthography is unknown to us as of this writing.

6 SETS OF LEARNING MATERIALS REQUIRED

Nash (personal communication, 1982) feels that one set of materials would be sufficient for Lunda. UDP is preparing one set of Chokwe materials

7 RESOURCES

A. Institutional Resources
    U.N.D.P. Project, Angola.

B. Individual Resources
    Ben Eidse
    J. Jeffrey Hoover
    M. Kounta
    Jay Nash
    Jacques Vincke
    M. Wolford

DINKA (AGAR/BOR/PADANG) C-1

1 CLASSIFICATION AND WHERE SPOKEN

Dinka is a generic name for a group of dialects in the Dinka Group of Western Nilotic languages. It is spoken by the Jien (Dinka) along the White Nile in the Sudan.

2 NUMBER OF SPEAKERS

There are over 1 million speakers of Dinka (A.N. Tucker, 1981 using 1955-56 census data). Voegelin and Voegelin (1977), note 39,000 Rek and 92,000 other Dinka speakers).

3 USAGE

Dinka has great regional importance in the Sudan.

4 DIALECT SURVEY

There are four major dialects in Dinka: Padang, Agar, Rek, and Bor. All have a "high level of mutual intelligibility" (Duerksen, personal communication 1983). No one dialect is the accepted standard, at present.

5 ORTHOGRAPHY STATUS

Dinka has a Romanized orthography developed from the 1928 Rejaf language conference; some modifications have been suggested from the work of the Summer Institute of Linguistic's Literacy Project. There is no Arabic script for Dinka.

6 SETS OF LEARNING MATERIALS

One set of materials should be sufficient, though the dialect upon which it should be based is undetermined.

7 RESOURCES

A. Institutional Resources
- *Mennonite Central Committee
- *Summer Institute of Linguistics, England
- *University of Aalbourg, Denmark

B. Individual Resources
- Louis Agany
- Torben Anderson
- Edward B G Ayom
- Mr. J. Duerksen
- Kristine C. Gjerlow-Johnson
- Godfrey Leinhardt
- Job Dharuai Malou
- Arturo Nebel
- Fr. Raphael Tessitore
- Martha Thomsen(Larson)
- Adrian N. Tucker

EBIRA (IGBERA) C-7

1 CLASSIFICATION AND WHERE SPOKEN

Ebira (formerly known as Igbera) belongs to the Nupe-Gbari Group of Kwa. It is spoken in Bendel, Plateau, and Kwara States, Nigeria.

2 NUMBER OF SPEAKERS

WBTR notes 500,000 first language speakers (1982); Voegelin and Voegelin (1977) cite 150,000.

3 USAGE

Ebira is a regional language and has gained importance because of the large iron ore mining project in Kwara State.

4 DIALECT SURVEY

As of this writing, no dialect survey is known.

5 ORTHOGRAPHY STATUS

As of this writing, we know of no established orthography.

6 SETS OF LEARNING MATERIALS REQUIRED

It is not known at this time how many sets of materials would be sufficient; The Summer Instute of Linguistics is preparing one set of literacy materials.

7 RESOURCES

A. Institutional Resources
    *Summer Institute of Linguistics, England

B. Individual Resources
    Thomas Adaba
    Mr. John Adive
    John Picton
    H.J. Scholz

EDO (BINI) C-2

CLASSIFICATION AND WHERE SPOKEN

Edo or Bini belongs to the North-Central Edo Group of Kwa and is spoken in Bendel Statep Nigeria.

2 NUMBER OF SPEAKERS

WBTR (1982) notes 1 million total speakers. Voegelin and Voegelin (1977) cite a figure of 100,000 first language speakers. Herault (1981) suggests a figure of 900,000.

3 USAGE

Edo is a lingua franca in the midwestern region of Nigeria and is also a national language.

4 DIALECT SURVEY

No significant dialect differences have been noted.

5 ORTHOGRAPHY STATUS

No information is available to us as of this writing.

6 SETS OF LEARNING MATERIALS NEEDED

One set of materials appears to be sufficient.

7 RESOURCES

A. Institutional Resources
  - Benin Welfare Association of Nigeria
  - Nigerian Educational Research Council, Nigeria
  - Edo Studies Association of Nigeria

B. Individual Resources
  - Prof. R. Agheyisi
  - Airen Amaye
  - Ernest Dunn
  - Dr. E. O. Imasuen
  - Ikponmwosa Osemwegie
  - Roger Wms. Wescott

EFIK /IBIBIO/ANAANG B-6

1 CLASSIFICATION AND WHERE SPOKEN

This language cluster belongs to the Cross River branch of Benue-Congo. is spoken in the Cross River Basin of Nigeria.

2 NUMBER OF SPEAKERS

WTPR (1982) notes 1.5 million speakers overall. Voegelin and Voegelin (1977) citing Westerman and Bryan (1952), state that there are over 1,000,000. Cook (p.c.) gives a figure of 500,000 first language speakers of Efikalone, with the number rising to 2.5 million when second language speakers are included.

3 USAGE

Of the three, Efik serves as the first school language and is considered as the standard as well. Most Ibibio and Anaang speakers use Efik as a second language; it often served as a lingua franca. Ibibio is actively gaining status as more materials are prepared in it. Radio Nigeria broadcasts in Efik.

4 DIALECT SURVEY

Anaang, Efik, and Ibibio are three closely-related languages, with Efik serving as a Lingua Franca.

5 ORTHOGRAPHY STATUS

Efik, as the first written language of the three, has a standard orthography. Ibibio has also recently developed a standard orthography.

6 SETS OF LEARNING MATERIALS

Priority should be given to materials for Efik based on the calabar dialect.

7 RESOURCES

A. Institutional Resources
- *Cambridge University
- *Rijksuniversiteit te Leiden
- *University of Calibar Efik/Ibidio Studies Center

B. Individual Resources
- E.N.Amaku, Efik
- T.L. Cook, Efik
- Stanley L. Cushingham
- Dr. A. J. Esen, Ibibio
- Udo E Essien
- Okon E. Essien, Ibibio
- Offiong Etukudo Ibok, Efik
- Elaine Kaufman, Ibibio
- E.E. Nkanga
- C.O. Okoreaffia, Efik
- F.D.D. Winston, Efik

EWE/MINA/FON (Gbe) B-7

1 CLASSIFICATION AND WHERE SPOKEN

This dialect cluster belongs to the Ewe Group of Kwa and is spoken in an area reaching from Southeasten corner of Gnana, across the coastal areas of Togo and of Benin, and into western Nigeria. No common name is accepted by all; Capo (1980 meeting at the West African Languages Conference in Cotounou) suggested "Gbe", which means "language". Ewe and Mina belong to the West Subgroup; Fon to the East subgroup.

2 NUMBER OF SPEAKERS

Voegelin and Voegelin (1977) estimate over 1 million speakers, including some 836,000 Fon speakers. Herault (1981) lists 1,600,00 Ewe (including Mina) and 800,000 Fon speakers.

3 USAGE

Ewe is both a national language in Togo and a lingua franca for around seven million people in Togo, Benin and Ghana. Ghana Information Service publishes Motobiala, an Ewe monthly. The University of Ghana also publishes a rural community newspaper for adult literacy called Kpodoga. Togo publishes La Nouvelle Marche, a daily newspaper. Ewe is broadcasted in both Ghana and Togo which also telecasts in Ewe.

4 DIALECT SURVEY

For dialect survey works, see Duthie' Bibliography of Gbe (1981).

5 ORTHOGRAPHY STATUS

Ewe has a standardized orthography in Ghana. A newspaper version in Togo based on the Anglo dialect is expanding rapidly.

6 SETS OF LEARNING MATERIALS REQUIRED

Duthie (personal communication) suggests that two separate sets of materials be prepared due to different national traditions in Ghana and Togo.

7 RESOURCES

A. Institutional Resources

*California Institute of the Arts
*Cambridge University
*Comite de Language du Conseil Sup.
*Comite de Langue Ewe
*Ewegbe Akedemie (Ewe)
Peace Corps, Lome Togo
Program d' Alphabetization et de l' Education Adultes, Lome
University of Benin
*Mawuli School
*Rijksuniversiteit te Leiden
*University of Bern (Dozentur
*University of California-Berkley
University of Cape Coast
*University of Cologne (Institut fur Afrikanistik)
School of Ghana Languages
University of Ghana
*University of Illinois at Urbana-Champaign
*University of London (SOAS)
*Yale University
*Westermann Institute for Ewe Research

B. Individual Resources

Rev. Kofi J.Adzomada, Ewe
E.Y. Adkio-Mensa, Ewe
Poovey Abaglo, Mina
Dr. Gedeon Aflissah, Ewe
Kosi Anani, Ewe
B.K. Akpeleasi, Ewe
Mr. Atakpah, Ewe
Gilbert Ansre, Ewe
Kodzo Ayeke, Ewe
Nick Clements, Ewe
Stanley Cushingham, Ewe
H.C. Capo, Ewe
Dr. Alan Duthie, Ewe
Mrs. EdinaBedou-Jondoh, Ewe
E.Y. Egblewogbe, Ewe
George Herault, Ewe
Bernd Heine, Ewe
G. Kwaovi Johnson, Mina
Mr. Felix Seth Konu, Ewe
S K Bele Komla, Ewe
Mr. J.A.S.Y. Kovey, Ewe
Dr. Paul Koti, Ewe
Mr. S.W. Kumah, Ewe
Paul R. Kozelka, Ewe
F. Kofi Kyaku, Ewe
G. Anke Nutsukpo, Ewe
C.K. Nyomi, Ewe
Gake-Selete Nyomi, Ewe
Roberto Pazzi, Ewe
Linda Schwartz, Ewe
Michael S. Wilson, Ewe
Rudy Vlaardingerbroe, Ewe
Amegah Kwaku Wolanyo, Ewe

FULFULDE (FULANI/PEUL, FULA) A-5

1 CLASSIFICATION AND WHERE SPOKEN

Fulfulde belongs to the northern branch of West Atlantic and is spoken throughout West Africa, with most speakers found within a band running from Senegal to northern Cameroun, including the countries of Senegal, Mauritania, Gambia, Guinea, Guinea Bissau, Mali, Burkina Faso, northern Benin, Nigeria, Niger, Chad and Cameroun. Technically, fulfulde is the name of this language while ful'be (singular = pul) is the name of the people who speak fulfulde. The term fulani is the Hausa designation for these people.

2 NUMBER OF SPEAKERS

Sauvegeot (1978) cautiously estimates that there are around 5 million speakers of Fulfulde. These figures break down as follows:

Country	Estimated Speakers	Source
Mauritania	70,000	Hames, 1978
Senegal	422,000	N`daye-Correard, 1978
Gambia	1,000,000	
Guinea	?	
Guinea Bissau	?	
Mali	700,000	Ouane, 1978
Burkina Faso	?	
Benin	27,000	Nadjo, 1978
Niger	565,000	Tersis, 1978
Chad	?	
Cameroun	?	
Nigeria	?	

3 DIALECT SITUATION

Although no dialect survey has come to our attention, all dialects of Fulfulde are mutually intelligible with important distinctions between east and west.

4 USAGE

Fulfulde is one of the six national languages of Senegal, French being the official language. It is current government policy to teach each student to read in the prominant national language of each major region. Fulfulde is also a national language of Niger. Radio broadcasts in Fulfulde can be heard in Cameroun, Gambia, Niger, Nigeria, Mali and Senegal. In addition, Senegal has a Fulfulde press.

5 ORTHOGRAPHY

Standard orthographies have been adopted in both Senegal and Mali.

FULFULDE (FULANI/PEUL, FULA) (Continued)

6 SETS OF LEARNING MATERIALS REQUIRED

Despite mutual intelligibility, at least two sets of materials (Eastern: Niger, Nigeria, Cameroun, Chad and the Central African Republic and Western: Senegal, Guinea, Guinea Bissau, Burkina Faso, Mauritania and Mali) are required.

7 RESOURCES

A. Institutional Resources

Binndee Jande
Center for the Study of Nigerian Languages
National Museum of Ethnology, Ossaka, Japan
*Comite de Fufulde
Formations Pratique
*Languages et Civilizations a Tradition Orale (LACITO)
*Michigan State University
ONE PAF (Office of Literary Development)
*Seminar fur Vergleichende und Indogermanische Sprachwissenshaft, Berlin
*Societe Internationale de Linguistique, Senegal
*United States Peace Corps
*University of California at Los Angeles
*University of Paris III (INALCO)
*University of Wisconsin-Madison
*Yale University
Ministry of Education, Mali
Peace Corps, Senegal

B. Individual Resources

Mohammadou Aliou
W. Arnott
Aliou Boly
R. Fr. Pierre L. Bidault
Henri Bocquone
Mamadou Samba Diop
Wolfgang Clima
David Dwyer
Prof Paul Eguchi
Rolf Theil Endresen
Sonja Fagerberg-Diallo
Peter Gottschligg
P.H.E. Hair
Fary Ka
Marjorie Kalter
Rev. Rudolf Kassuhlke
A. Klinipuheben
Prof. Roger Labatut
Pierre-Francis Lacroix
Dioulde Laya
Dr. Jacob Leowen
Djibi M'bodj
Angelo Maaliki
Abu Manga
Shuji Matsushita
Dr. Mary H. McIntosh
Hans G. Mukarovsky
Ron Nelson
S. Sauvegeot
Christiane Seydou
Alpha Sow
Dr. Leslie H. Stennes
Yero Sylla
Dr. Haus Thikarovsky
Rene Vallette
Mr. Krijn Van der Jagt
Clima/Urma Wolfgang
G. Zoubko

GANDA (oluGanda, Luganda) B-8

1 CLASSIFICATION AND WHERE SPOKEN

Ganda (oluGanda, Luganda) belongs to the Nyoro-Ganda family of Bantu (Guthrie E15) and is spoken north of the northwestern shore of Lake Victoria in Buganda Province, Uganda.

2 NUMBER OF SPEAKERS

Estimates range from 838,000 Voegelin and Voegelin (1977) to 1.5 to 2 million speakers (Heine, 1970).

3 USAGE

Ganda is a regional language in Uganda, the official vernacular language of education in many school districts, and a lingua franca. Broadcasts are heard in Uganda. The Roman Catholic Church of Uganda publishes Musizi in Luganda.

4 DIALECT SURVEY

No dialect survey is known to us at this time.

5 ORTHOGRAPHY STATUS

A standardized orthography for Ganda was devised in 1947. The present status of this orthography is unknown.

6 SETS OF LEARNING MATERIALS REQUIRED

It appears that one set of learning materials is used in Ganda.

7 RESOURCES

A. Institutional Resources
- *Cambridge University
- *Michigan State University
- *University of Illinois at Urbana-Champaign

B. Individual Resources
- Toni Borowsky
- John Goldsmith
- John Indakwa
- Dr. Karl-Heinz Jansen
- John Kalema
- Peter Ladefoged
- Salomon Mpalanyi

GBAYA B-9

1 CLASSIFICATION AND WHERE SPOKEN

Gbaya encompasses those languages belonging to the Gbaya Group of Adamawa Eastern, spoken in the Central African Republic, and border areas of Cameroun and Zaire.

2 NUMBER OF SPEAKERS

Bouquiau (1978) states that there are approximately 510,00 speakers of Gbaya. Voegelin and Voegelin (1971), Grimes (1978) list 300,000 speakers.

3 USAGE

Gbaya is an important regional language; Grimes (1978) notes that 27% of the Central African Republic's population speak Gbaya.

4 DIALECT SURVEY

Monino is presently preparing a reconstruction of *Proto-Gbaya, which includes dialect delineation. Tucker and Bryan (1956) consider Gbaya along with Manja and Mbaka (Ngbaka) sometimes termed "languages" to be dialects of the same language.

5 ORTHOGRAPHY STATUS

The status of orthography for Gbaya is unknown to us as of this writing.

6 SETS OF LEARNING MATERIALS REQUIRED

Presumably one set of materials would be sufficient.

7 RESOURCES

A. Institutional Resources
    *Langues et Civilisations a Tradition Oral (CNRS)

B. Individual Resources
    L. Bouquiaux
    Raymond Doko
    Yves Monino
    Dr. Philip Noss
    Paulette Roulon
    William Samarin

GOGO C-3

1 CLASSIFICATION AND WHERE SPOKEN

Gogo is a Bantu language (Guthrie G11) spoken in central Tanzania around Dodoma.

2 NUMBER OF SPEAKERS

Alexandre (1981) notes 350,000 speakers of Gogo. Voegelin and Voegelin list 330,000 speakers including the dialect of Kagulu.

3 USAGE

Gogo is a local language.

4 DIALECT SURVEY

No complete dialect survey is known to us as of this writing. Nurse writes that "gogo is felt to have three dialects: ci-nyambwa, spoken west of Dodoma; ci-nyaugogo, spoken around Dodoma; ci-tumba, spoken east of Dodoma." No other dialect information regarding Gogo has been found.

5 ORTHOGRAPHY STATUS

The orthography status of Gogo is unknown as of this writing.

6 SETS OF LEARNING MATERIALS REQUIRED

One set of learning materials appears to be sufficient.

7 RESOURCES

A. Institutional Resources
    *No listings available at the time of this writing.

B. Individual Resources
    Dr. Matteru
    Y.P. Msanjila
    Leonard C. Mwenesi
    D. Nurse
    Mary Odden

GURAGE C-4

1 CLASSIFICATION AND WHERE SPOKEN

The term gurage encompasses a cluster of languages belonging to the south Ethopic group of Semitic. There are at least three distinct gurage languages and possibly as many as twelve (Leslau, 1980). Bender (P.C. 1983) notes that some of them are "as different from themselves as Tigrinya and Amharic."

2 NUMBER OF SPEAKERS

WTPR (1982) notes 542,000 Chaha speakers; 135,000 Sil'ti (see below).

3 USAGE

The languages of the Gurage group are local languages in Ethiopia.

4 DIALECT SURVEY

No dialect survey of the Gurage continuum exists at present (see Bender above). Gurage has traditionally been divided into Central West Gurage (Chaha et al); East Gurage (Sil'ti et al), North Gurage, and others (Misqan, Peripheral West Gurage).

5 ORTHOGRAPHY STATUS

No standardized orthography exists for any of the Gurage languages.

6 SETS OF LEARNING MATERIALS REQUIRED

It is unclear at this time how many sets of learning materials would be required.

7 RESOURCES

A. Institutional Resources
- *Rijksuniversiteit te Leiden
- *Society of International Missionaries

B. Individual Resources
- M. Lionel Bender
- John Cumbers
- A.Y. Drewes
- Miss Carolyn Ford
- Mr. E.A. Gutt
- Mr. E. Gutz
- Robert Hetzron
- Wolf Leslau
- Jonn Bender Samuel

HAUSA A-6

1 CLASSIFICATION AND WHERE SPOKEN

Hausa, which belongs to the Hausa-Gwandara subgroup of the Chadic branch of Afro-Asiatic, is spoken in a very large portion of West Africa. Hausa is a first language in the northern Nigerian states of Sokoto, Kaduna, Kano, and Bauchi, as well as in Niger. It is a second language for many people in Benin, Chad, Cameroun, and Togo, and it is also spoken in enclaves in Ghana, Ivory Coast, Libya, southern Nigeria, Sudan (Blue Nile Province) and Senegal.

2 NUMBER OF SPEAKERS

Twenty million first-language speakers are estimated (WTPR 1982). Total speakers (L1 and L2) are estimated at 25 to 40 million (Gouffe 1981; Ingawa, personal communication, 1983). Hausa is spoken as a first language by Hausa, many Fula and Tuareg.

3 USAGE

Hausa is an official language in Nigeria. It is a main trade language in northern Nigeria and Niger and also across West Africa. It is a subject in Nigerian secondary schools. Hausa can be heard on Radio Garoua (Cameroun), The Voice of America, La Voix du Sahel (Nigeria) and Radio Deutsche Welle. Nigeria boasts many Hausa daily newspapers and other Hausa periodicals.

4 DIALECT SURVEY

Gouffe (1981) notes the "remarkable unity" of Hausa, even though there are noticable differences from West to East.

5 ORTHOGRAPHY STATUS

Hausa has both a standardized Romanized and an Arabic orthographies. The former is based primarily around the Kano dialect.

6 SETS OF LEARNING MATERIALS REQUIRED

One set of materials are sufficient.

7 RESOURCES

A. Institutional Resources

- *Cambridge University
- *Duquesne University
- *Indiana University
- *Instituto Universitario Orientale, Napels
- *Michigan State University
- *Northwestern University
- *Phillips-Universitat
- *Marburg, Ableitung Afrikanistik
- *Columbia University
- *Howard University
- *Institut fur Orientalistik (?)
- *Iowa State College
- *Langues et civilisations a tradition oral (CNRS)
- *Ohio University
- *Ramapo College of New Jersey
- *Rijksuniversiteit to Leiden
- *Rutgers University

HAUSA (Continued)

*Rutgers University at New Brunswick
*Stanford University
*University of California Los Angeles
*University of Georgia
*University of Illinois at Urbana-Champaign
*University of North Carolina at Chapel Hill
*University of Sidney
*Yale University
*Rutgers University, Newark
*Seminar fur Vergleichende und Indogermanische Sparch wissenshaft, Berlin
*University of Colorado
*University of Giessen
*University of London (SOAS)
*University of Paris III (INALCO)
*University of Sokoto
*West Virginia University
*University of Wisconsin

B. Individual Resources

Alhaji M. Abba
Dandatti Abdulkadir
Mallam Haruna Abdullahi
Mahdi Adamu
Babajide Adelola
Thomas Adeyanju
David W. Arnot
Sergio Baldiy
Ibrahim Bashir
Herman Bell
Prof. Jack Carnochan
Heather Cavanaugh
Karen Ruth Courtenay
Stanley L. Cushingham
Norbert Cyffer
Dr. Morgan Dalphinis
Ivan Dihoff
Dr. Gerrit Dimmondaal
Mallam M.D. Diso
Mallam Abubakar Dogo
John B. Eulenberg
Z. Frajzyngier
G. Furniss
Prof. M.K.M. Galadanci
C.G.B. Gidley
Claud Gouffe
Joseph Greenberg
R M R (Mike) Hall
Dr. Jibo Hamani
Bawa Hassa
Douglas Haubert
Prof. Clifford Hill
M. Hiskett
Carleton Hodge
Prof. Dr. Carl Hoffman
John P. Hutchinson
Bashum Ikara
Titjani Isma'il
George Isaac
Phillip Jaggar
Gerit Jamison
Hermann Jungraithmayr
Prof. Dandatti Abdul Kadir
Marjorie Kalter
Alan Kaye
Mario Kidda
Charles Kraft
Margaret Kraft
Beverle Lax
William R. Leben
Mona Lindau
Seth Mandel
Brian McHugh
Wilhelm J.G. Mohlig
Margaret Kraft
Kiure and Nam. Msangi
Dr. Dalhatu Muhammad
Mallam Isa Muhtar
Paul Newman
Roxana Ma Newman
F.W. Parsons
Klaus Piper
Dr. Abba Rufa'i
Dr. Bello Salim
Russell G. Salim
Koyashi Shimiza
Neil Skinner
L. Stigler
Susan Stucky
Mrs. A.A. Usman
Dennis Warren
Dorothy Wills
Frank Wright
Mohamed Yamba
Dr. I.Y. Yahaha
Lawan Lawan Yalwa
Jeniyer Yanko
Andrej Zaborsky
Dr. Amadou B. Zaria
Mohamed Yamba

HEHE C-5

1 CLASSIFICATION AND WHERE SPOKEN

Hehe belongs to the Bena-Kinga group of Bantoid (G62) of Benue-Congo. It is spoken in Tanzania south of the Great Ruaha River.

2 NUMBER OF SPEAKERS

Voegelin and Voegelin (1977) estimate 190,000 speakers of Hehe.

3. USAGE

Hehe is a local language.

4 DIALECT SURVEY

No dialect survey has come to our attention. Nurse discusses Hehe in "Description of Sample Languages of Tanzania" (1980) and suggests that Hehe may be mutually intelligible with Bena.

5 ORTHOGRAPHY STATUS

Unknown to us of this writing.

6 SETS OF LEARNING MATERIALS REQUIRED

Presumably one set of learning materials should be sufficient for Hehe.

7 RESOURCES

A. Institutional Resources
    *No listings available at the time of this writing.

B. Individual Resources
    Mary Odden (Bena)
    John Goldsmith
    D. Nurse

IDOMA C-6

1 CLASSIFICATION AND WHERE SPOKEN

Idoma consists of a group of dialects belonging to the Idoma-Etulo Group of Kwa, consists of a group of dialects spoken in Benue State, Nigeria.

2 NUMBER OF SPEAKERS

WTPR (1982) notes 600,000 speakers. Voegelin and Voegelin (1977) frankly admit that their figure of 118,000 is unreliable.

3 USAGE

Idoma is a local language.

4 DIALECT SURVEY

No dialect survey has come to our attention. Voegelin and Voegelin (1977) report four dialects of Idoma.

5 ORTHOGRAPHY STATUS

The Idoma orthography status is unknown to us as of this writing.

6 SETS OF LEARNING MATERIALS REQUIRED

Presumably one set of learning materials for Idoma should be sufficient.

7 RESOURCES

A. Institutional Resources
    *No listings available at the time of this writing

B. Individual Resources
    R.C. Abraham, R.C.
    Robert Armstrong

IGBO A-7

CLASSIFICATION AND WHERE SPOKEN

Igbo represents a dialect continuum, belonging to the Igbo Group of Kwa. Igbo is spoken in most of Anambra State, northern Rivers State, and also in Midwestern State and all in the lower Niger River Basin area of Nigeria. Igbo is often spelled "Ibo".

2 NUMBER OF SPEAKERS

WTPR (1982) notes 13 million first-language Igbo speakers. Voegelin and Voegelin (1917) state that there are "well over 3 million speakers" of Igbo. Herault (1981) estimates 8 million.

3 USAGE

Igbo is a national language, also widely used in primary schools as a medium of instruction.

4 DIALECT SURVEY

There are individual efforts in Igbo dialectology; Ubahakwe (forthcoming: see bibliography) includes a survey of Igbo dialects.

5 ORTHOGRAPHY STATUS

Igbo has an official orthography established in 1961, consequently, everything published in Igbo is in this orthography.

6 SETS OF LEARNING MATERIALS REQUIRED

The question of how many sets of materials is yet to be resolved

IGBO (Continued)

7 RESOURCES

A. Institutional Resources

- *Cambridge University
- *Howard University
- *Iowa State College
- *SUNY, Buffalo
- *University of California Los Angeles
- *University of Port Harcourt
- *Harvard University
- *Indiana University
- *Michigan State University
- *Society for Promoting Igbo Language and Culture
- *University of Nigeria Nsukka
- *Yale University

B. Individual Resources

- Mr. Samuel C Agusi
- Oladellle Awobuluyi
- C. Azuonye
- William Badecker
- John Bendor-Samuel
- Patricia Carrell
- Mary Clark
- Stanley Cussingham
- Mr. P.A. Ezikeojoiku
- Dr. E.N. Emenanjo
- Baruch Emimelech
- John Goldsmith
- Rev. Dr. G.E. Igwe
- Mrs. Clara Ikekeonwu
- Mrs. Caroline Isukul
- Onwuchekwa Jemie
- Victor B. Manfredi
- Dr. Philip A Nwachukwu
- Onyema I.C. Nwazu
- Mrs. G.I. Nwoazuzu
- Mrs./Dr. E.E. Nwokah
- Frederick C. Ogbalu
- N. Dr. Oji
- Mr. Okebalana
- C.O. Okoreaffia
- Bertram Okolo
- B. Oluikpe
- Bertram I.B. Osuagwu
- Lloyd B. Swift
- E. Ubahakwe
- Tony Ubesie
- Dr. N. Ugonna
- Mr. A.I.R. Unegbu
- Rev. Mother Uwalaka
- Dr. Sam Uzochukwu
- William Welmers
- Kay R.M. Williamson

1 CLASSIFICATION AND WHERE SPOKEN

Ijo represents a "language cluster" within Kwa and spoken in Bendel and Rivers States, Nigeria. More recent treatments (Bennett and Sterk, 1977) suggest that the Ijoid languages are not part of the Benue-Congo group, but are more distantly related.

2 NUMBER OF SPEAKERS

WTPR (1982) notes 1 million speakers of Ijo. Voegelin and Voegelin (1977) list 160,000 speakers. Herault lists 900,000 speakers.

3 USAGE

Ijo is a regional language.

4 DIALECT SURVEY

Williamson continues to do extensive dialect work in Ijo. She presently finds four "major dialect clusters" which she feels are mutually unintelligible; at least four sets of materials would be needed. She notes that "there is no standard form of Ijo" (personal communication, 1983).

5 ORTHOGRAPHY STATUS

Several of the dialect clusters have standardized orthographies introduced by Dr. Williamson; some do not.

6 SETS OF LEARNING MATERIALS REQUIRED

At least four sets of learning materials would be needed to adequately present the language types included in the heading of Ijo.

7 RESOURCES

A. Institutional Resources
*No listings available at the time of this writing.

B. Individual Resources
E. Efere, Izon
O.A. Egberipou, Izon
Dr. C.E.W. Jenewari, Ijo
Dr. Kay Williamson, Izon

KALENJIN (Nandi/Kipsigis) B-10

1 CLASSIFICATION AND WHERE SPOKEN

Nandi and Kipsigis, two of the many languages found under the cover term "Kalenjin" (often used for the Southern subgroup of Eastern Sudanic), are spoken in Rift Valley Province, Kenya. (Nandi is spoken in Nandi, North Nyanza, and Kericho Districts; Kipsigis in Kericho District.)

2 NUMBER OF SPEAKERS

The 1979 Kenya census notes 1,652,243 people who gave Kalenjin as their "tribal or national affiliation. Voegelin and Voegelin (1977) citiing Westerman and Bryan, give a much lower figure of 430,000; A. N. Tucker (1981) lists 808,000 speakers.

3 USAGE

Kalenjin has been used in the police, army, and to some extent "in the Game Department" Whiteley, 1974. It is broadcast over the Voice of Kenya.

4 DIALECT SURVEY

No complete dialect survey has come to our attention. Heine (1980) notes 12 dialects in Kalenjin. Rottland (personal communication, 1983) has remarked, "the term Kalenjin implies the existence of a standard, or at least a variant which is understood throughout the area. Both are false." He then suggests that priority be given to a dialect survey and to the standardization of the language.

5 ORTHOGRAPHY STATUS

Nandi and Kipsigis have standardized orthographies.

6 SETS OF LEARNING MATERIALS REQUIRED

Given the above discussion, it remains it is unclear how many separate sets of learning materials would be necessary.

7 RESOURCES

A. Institutional Resources
- *Department of Adult Education, Nairobi
- *Summer Institute of Linguistics, England
- *University of Western Ontario
- *World Gospel Mission

B. Individual Resources
- Lillie Mae Ammerman
- Chet Creider
- Christopher Ehret
- David Odden
- Mr. R. Van Otterloo
- Dr. Franz Rottland
- Dr. Taaitta Toweett

KAMBA C-11

1 CLASSIFICATION AND WHERE SPOKEN

Kamba belongs to the Central-Kenya Group of Bantu (Guthrie E55 and is spoken in an area southwest of Nairobi, Kenya.

2 NUMBER OF SPEAKERS

The 1979 Kenya population figures note 1,725,569 with a "tribal affiliation" of Kamba. Voegelin and Voegelin (1977) note 612,000 speakers.

3 USAGE

Kamba is a major language in Kenya. It is broadcast over the Voice of Kenya.

4 DIALECT SURVEY

Heine (1980) states that Kamba is a four-dialect cluster.

5 ORTHOGRAPHY STATUS

The orthography status of Kamba is unknown to us as of this writing.

6 SETS OF LEARNING MATERIALS REQUIRED

It is not known at this time how many sets of materials will be required.

7 RESOURCES

A. Institutional Resources
    *Department of Adult Education, Nairobi
    *University of Wisconsin at Madison

B. Individual Resources
    Christopher Ehret
    Kevin Ford

KANURI C-12

1 CLASSIFICATION AND WHERE SPOKEN

Kanuri belongs to the Saharan branch of Nilo-Saharan and is spoken in Nigeria (across Sokoto, Gongola, Kaduna, Kanu, Bauchi and most predominantly in Borno), Niger (the southernmost area also to Lake Chad) and in Cameroun and Chad around Lake Chad.

2 NUMBER OF SPEAKERS

WTPR (1982) states 3.5 million; Brann (personal communication, 1983) states that there are about 4 million speakers. While Voegelin and Voegelin list "about a million speakers" Heine' (1970) drawing from Westerman and Bryan (1952) lists approximately 1 million speakers.

3 USAGE

Kanuri is a national language in Nigeria, Niger, and Chad and a lingua fraca of the region. It has regional importanee also and is broadcast in Nigeria by the Federal Radio Corporation.

4 DIALECT SURVEY

No dialect survey is known to us at this time. Heine estimates that there are a number of dialects but the Maiduguri dialect appears to be becoming the standard dialect.

5 ORTHOGRAPHY STATUS

A standardized Romanized orthography was developed by the Kanuri Langauge Committee though it is not yet in wide use. There is also a standardized Arabic orthography. (Kanuri was one of the languages whose orthography was discussed at the UNESCO 1966 meeting in Bamako, Mali.

6 SETS OF LEARNING MATERIALS REQUIRED

One set of language learning materials should be sufficient.

7 RESOURCES

A. Institutional Resources
- *Michigan State University
- *Summer Institute of Linguistics, London

B. Individual Resources
- Shettima Bukar
- Ngaran Dapchi
- John Hutchinsen
- Mr. K.A. Jarrett
- Norbert Cyffer

KIKUYU C-13

1 CLASSIFICATION AND WHERE SPOKEN

Kikuyu (technically, Gikuyu) (Guthrie E51) belongs to the Kamba-Kikuyu subgroup of Bantu and is spoken in an area extending from Nairobi to the southern and southwestern slopes of Mt. Kenya, in Kenya.

2 NUMBER OF SPEAKERS

The 1979 Kenya census gives 3,202,821 Kikuyu (by tribal/national affiliation). Voegelin and Voegelin list 1,028,000 speakers. Alexandre (1981) estimates 2,250,000 speakers for the whole Kikuyu-Kamba (E50) group.

3 USAGE

Kikuyu is an important regional language. It is broadcast on the Voice of Kenya.

4 DIALECT SURVEY

A dialect survey is given in Heine (1980); six mutually intelligible dialects are noted.

5 ORTHOGRAPHY STATUS

A standard orthography exists.

6 SETS OF LEARNING MATERIALS REQUIRED

One set of materials is sufficient.

7 RESOURCES

A. Institutional Resources
- *Department of Adult Education, Nairobi
- *Michigan State University
- *Northern Illinois University
- *University of Wisconsin at Madison

B. Individual Resources
- Victoria L. Bergvall
- Ann Bierstecker
- Christopher Eheret
- Kevin Ford
- Dr. Karega Mutahi
- John Thiuri

KONGO (Kituba) A-9

1 CLASSIFICATION AND WHERE SPOKEN

The term "Kongo" encompasses a group of Bantu dialects (Guthrie's general heading (H10) as well as the sub-branch (H16) . It is spoken in Angola, Congo, Gabon, and Zaire.

2 NUMBER OF SPEAKERS

WTPR (1982) notes 3 million speakers in Congo alone. The 1960 Angola census notes 621,787 Kongo speakers. Voegelin and Voegelin (1977) list 1,500,000 speakers. Alexandre (1981) tentatively suggests a minimum of 2.5 million.

3 USAGE

Kongo is a literary language, and a langue vehicular (known as Kituba) used throughout this area of Africa. Kongo is used as a lingua franca in Zaire and in metropolitan Brazzaville . UNESCO/UDP has prepared materials for a literacy campaign in Angola. Kikongo is heard on La Voix de la Revolution (Congo) and La Voix du Zaire.

4 DIALECT SURVEY

Heine (1970) reports that the major dialect distinction is between West and East, and the influence of the first languages spoken in each area. Voegelin and Voegelin (1977) report 9 dialects of Kikingo, while Lay (p.c. 1983) reports 12: 8 in Zaire, 2 in the Congo and 2 in Angola.

5 ORTHOGRAPHY STATUS

There is a standard literary orthography but tones are generally not marked.

6 SETS OF LEARNING MATERIALS REQUIRED

Because of Kikongo's of mutual intelligibility and the existence of a standard orthography only one set of materials would be necessary.

KONGO (Continued)

7 RESOURCES

A. Institutional Resources
- *Laboratoire d'Information et Linguistique Appliquee
- *Langues et Civilisations a Tradition Oral (CNRS)
- *Mennonite Bretheren Missions
- *Morgan State University
- *Seminar fur Vergleichende und Indogermanische Sprachwissenshaft,Berlin
- *University of Bern-Dozentur fur Afrikanistik
- *University of Giessen
- Institut fur Afrikanistik, Viena
- Christian Missionary Alliance

B. Individual Resources
- Dr. Donald S. Deer
- Jean-Marie Ellington
- Harold Fehderau
- John M. Hombert
- Maria Celeste P.A. Kounta
- Silikoko Mufwene
- Ungima Ndoma
- Paul Ngarambe
- Klaus Piper
- Charles Stuart
- Anton Vorbichler

KPELLE C-9

1 CLASSIFICATION AND WHERE SPOKEN

Kpelle (known as Kpelle in Liberia and as Guerze in the Republic of Guinea) belongs to the Southwestern branch of Mande, Niger-Congo.

2 NUMBER OF SPEAKERS

WTPR (1982) notes 299.000 speakers in Liberia. Gnielinski (1972) gives a figure of 500,000 speakers. Voegelin and Voegelin (1977) estimate between 250,000 and 500,000 speakers in southern Guinea.

3 USAGE

Kpelle is a local language in Guirea and Liberia. It is broadcast in Liberia.

4 DIALECT SURVEY

No formal dialect survey is known to us. Dwyer reports (personal communication, 1983) that Kpelle displays minor dialectal variations from east to west.

5 ORTHOGRAPHY STATUS

Although various orthographies are in use no recognized standard currently exists.

6 SETS OF LEARNING MATERIALS REQUIRED

One set of materials is sufficient.

7 RESOURCES

A. Institutional Resources
    *Institute for Liberian Languages
    *Kalamazoo College
    *Kpelle Language Literature Center
    *Michigan State University

B. Individual Resources
    Rev. Joseph Allison
    Dr. David J. Dwyer
    Rev. T. Leidenfrost
    John H. Manawu
    William E. Welmers

KRIO/PIDGIN (Cluster)

1 CLASSIFICATION AND WHERE SPOKEN

Krio and Pidgin are English-based creole languages. Krio is spoken in Sierra Leone and also around Banjul in the Gambia, as well as on the island of Ngueyma Byogo in Equatorial guinea. Pidgin is spoken in Cameroun, the southeast quadrant of Nigeria, and also in Ghana.

2 NUMBER OF SPEAKERS

WTPR (1982) notes 1.014 million speakers of Krio in Sierra Leone. Hays (1977) also notes 3,000 speakers the Gambia. Pidgin speakers number over 1 million in Cameroun and at least five times that number in Nigeria, according to Dwyer (personal communication, 1983).

3 USAGE

Krio is an official language of Sierra Leone and has wide usage as a second language. Pidgin is used widely in Cameroun and Nigeria as a second language. Sierra Leone regularly broadcasts radio and television programs in Krio. Pidgin broadcasts are heard in Nigeria.

4 DIALECT SURVEY

No formal dialect survey of these languages have come to our attention, but Dwyer states (personal communication, 1983) that Krio and the Cameroun and Nigerian Pidgins are mutually intelligible.

5 ORTHOGRAPHY STATUS

Sierra Leone Krio has a dictionary (Flye and Jones, 1980; see Volume II) which is recognized as the representing standard Krio spelling. No standard orthography exists for the Pidgins.

6 SETS OF LEARNING MATERIALS REQUIRED

Dwyer recommends that three sets of materials would be in order here due to mainly cultural reasons.

KRIO/PIDGIN (Continued)

7 RESOURCES

A. Institutional Resources

- *Adult Education Unit Sierra Leone
- *Indiana University
- *Lutheran Bible Translators
- *Ministry of Education, Sierra Leone
- *Ohio University
- *University of Wisconsin at Madison
- *Indigenous Languages Education Project (Sierra Leone)
- *Fourah Bay College
- *Kalamazoo College
- *Michigan State University
- *Northwestern University
- *University of Washington
- *University of Leiden
- *Institute for Sierra Leone Languages

B. Individual Resources

- Peter Akim, Krio/Pidgin
- Dr. Ibraham Bangura, Krio
- Dr. Eugenia Coker, Krio
- Mr. Ayaji Coomber, Krio
- David J. Dwyer, Krio/Pidgin
- Nicholas G. Faraclas, Krio
- C. Magbaily Fyle, Krio
- Clifford Nelson Fyle, Krio
- Ian Hancock
- Beverly Hartford, Krio
- Frances Ingemann, Krio
- Eldred Jones, Krio
- Mac Kali, Krio
- Judy Leidy, Krio
- John Matiya, Krio
- Dr. Julie F. Nemer, Krio
- Dudley K. Nylander, Krio
- Prof. R. Ogheyisi, Pidgin
- Dr. P.T.N. Okafor, Pidgin
- Augusta Phil Omamor, Pidgin
- Anna Schmukal, Pidgin
- Gilbert Schneider, Pidgen
- Janice Siemers, Krio
- Richard A. Speers, Krio
- Simon Uttenberg, Krio
- Albert Valdman, Pidgin
- Tom Walters, Krio
- Wayne Williams, Krio

KRU/BASSA C-10

CLASSIFICATION AND WHERE SPOKEN

"Kru/Bassa" refers to some of the languages in the Western Kru Branch of Kru, Niger-Congo, spoken in Liberia and the Ivory Coast. Though considered as a possible subgroup of Kwa by Greenberg (1963), more recently Bennett and Sterk, (1977) accord the Kru branch a more distant relation to Kru, but still within Niger-Congo.

2 NUMBER OF SPEAKERS

WTPR (1982) notes 121,000 speakers in Liberia and Ivory Coast. A figure of 500,000 speakers is given by Gnielinski (1972) while Liberia's 1974 census gives 214,150 Bassa speakers and 121,400 Kru speakers..

3 USAGE

All of the languages in the Kru group are used primarily as local languages.

4 DIALECT SURVEY

At least two dialect surveys have been taken of the Kru group, but because of the complicated nature of the dialect situation, more work is needed.

5 ORTHOGRAPHY STATUS

The orthographic status of the Kru/Bassa languages is unknown to us as of this writing.

6 SETS OF LEARNING MATERIALS REQUIRED

Because of the considerable dialect variation is this area, and the lack of the necessary comparative data and analysis including detailed dialect surveys, it is impossible to determine how many sets of learning materials would be needed for the languages included under this heading.

7 RESOURCES

A. Institutional Resources
    *Baptist Mid Mission
    *Chrisitian Extension Missions
    *Indiana University
    *Institute for Liberian Languages
    *Lutheran Bible Translators
    World Wide Mission in Liberia
    C.R. Mission

B. Individual Resources
    Janna Bertkau, Bassa
    David Dalby
    B. Elimelech
    Rev. G. Allen Fisher, Guere
    J. Geneuray, Bassa
    Rev. Darrell Guenter, Kru
    Amos Gbaa, Bassa
    P.E.H. Hair
    Jacob Higgins, Kru
    Mrs. June Jackson Hobley, Bassa
    Mrs. Margaret Hodgson, Bassa
    Frances Ingeman
    Abba Karnga, Bassa
    Ms. Nancy Lightfoot, Kru/Klao
    Stephen, Lukau
    Lynnel Marchese
    Miss Eleanor Munter, Kru
    Alan Sharp, Bassa
    John Singler
    Don Slager, Bassa
    Tim, Slager, Bassa
    James Squires, Bassa
    Mr. Larry Vanderaa, Bassa
    Rev. Gordon Wimer, Guere

LINGALA A-11

1 CLASSIFICATION AND WHERE SPOKEN

Lingala or Ngala belongs to the Ngala Group of Bantu (Gunthrie C 36) and is spoken along the Lomami and Lualaba Rivers, the Ubangi, and the Zaire River as far as Kinshasa in Zaire, as well as up the Sangha River through Congo-Brazzaville and into Cameroun and the Central African Republic and south into Angola.

2 NUMBER OF SPEAKERS

WTPR (1982) notes 3.4 million speakers. Heine (1970) citing Roberts (1962) cautiously gives a figure of 1.2 million.

3 USAGE

Lingala is primarily a lingua franca through out the area described above. It is also use in the Zairean army, and in schools. Lingala is broadcast in Zaire (La Voix du Zaire and Radio Candip), in the Congo (La Voix de la Revolution) and in Angola (Radio Nacional de Angola).

5 ORTHOGRAPHY STATUS

A standardized orthography exists, although tone is not marked in many materials.

6 SETS OF LEARNING MATERIALS REQUIRED

One set of materials should be sufficient.

LINGALA (Continued)

7 RESOURCES

A. Institutional Resources

- *Africa Inland Mission
- *Indiana University
- *Morgan State University
- *Stanford University
- *University of California Berkeley
- *University of Paris III (INALCO)
- *University of Wisconsin at Madison
- *Duquesne University
- *Michigan State University
- *Seminar fur Verglichende und Indogermanische Sprachwissenshaft, Berlin
- *University of Illinois at Urbana-Champaign
- *University of Western Ontario
- University of Niamey

B. Individual Resources

- Eyamba Bokamba
- Nkanga Bokembya
- Professor Bokula
- Stanley L. Cushingham
- John Ellington
- Gary Engleberg
- Christian Filostrat
- Helene R. Fuller
- Mr. Albert Gaunt
- Charles Hein
- Mme. Mary White Kaba
- Mukash-Kael
- Jan Knappert
- Miss Evelyn Kuhnle
- Mrs. Fran Makola
- Kohombo Mateene
- Salikoko S. Mufwene
- Jay Nash
- Ungina Ndoma
- Paul Ngaramge
- Annette Onema-Diawara
- Dr. Klaus Piper
- Paul Stoller
- Mr. Bill Stough
- Kathryn Sundstrand
- Roger P. Vallee
- Marcel Van Spaandonck
- Jennifer Yanco

LOZI (Silozi) C-11

1 CLASSIFICATION AND WHERE SPOKEN

Lozi belongs to the Lozi Group of Bantu Proper (Guthrie K20) closely related to Sotho. It is spoken in Western Province, Zambia, and around urban Livingstone, Zambia.)

2 NUMBER OF SPEAKERS

Speaker estimates range from 70,000 (Voegelin and Voegelin, 1977) to 450,000 (WTPR 1982).Alexandre (1981) gives a combined figure of 150,000 for Lozi (K20) and Luyana (K30).

3 USAGE

Lozi is an official language in Zambia and an important lingua franca in western Zaire. Lozi is broadcast in Zambia, Zaire and from South Africa. The Zambian Bureau of Information publishes the monthly Liseli in Lozi.

4 DIALECT SURVEY

No dialect surveys have come to our attention.

5 ORTHOGRAPHY STATUS

Heine (1970) says, "Lozi has its own alphabet and literature".

6 SETS OF LEARNING MATERIALS REQUIRED

Given the size and recent development of Lozi, it appears that one set of materials would be sufficient.

7 RESOURCES

A. Institutional Resources
No listings available at the time of this writing.

B. Individual Resources
No listings available at the time of this writing.

LUBA (Chiluba) B-15

1 CLASSIFICATION AND WHERE SPOKEN

Luba or Chiluba is one of three dialects in the Luba-Lulua subgroup of Bantu (Guthrie L31) and is spoken primarily in the Kasayi region of Zaire.

2 NUMBER OF SPEAKERS

Voegelin and Voegelin (1977) list 3.4 million first and second language speakers.

3 USAGE

Luba is an official language in Zaire as well as a major lingua franca.

4 DIALECT SURVEY

Voegelin and Vogelin mention three major dialects Luba-Kasai, Lulua and Lange. Stappers (1952) notes four dialects western, central, eastern and southern. The western dialect, while not the largest in speakers is aknowledged to be the standard used in school insturction and churches.

5 ORTHOGRAPHY STATUS

Chiluba has a standardized orthography.

6 SETS OF LEARNING MATERIALS REQUIRED

Muyumba (personal communication, 1984) states that one set of learning materials would be sufficient for all dialects, with perhaps phonemic variations indicated.

7 RESOURCES

A. Institutional Resources
    *Rijksuniversiteit te Leiden

B. Individual Resources
    Mukash-Kalel
    Ntumba Kafunda
    Levi Keidel
    F. Muyumba
    Kayembe Nzongolo
    Mrs Virginia Pruitt
    Marcel Van Spaandnck
    Winifred K. Vass

LUO/ACHOLI/LANGO C-17

1 CLASSIFICATION AND WHERE SPOKEN

Luo, Acholi, and Lango are three mutually intelligible languages of the of the Southern Luo group, and the Western Nilotic branch of Eastern Sudanic. Luo is spoken in Kenya, and Lango and Acholi are spoken in Uganda.

2 NUMBER OF SPEAKERS

The 1969 Kenya census figures notes 1.96 million people who give Luo as their "tribal or National affiliation." WTRP (1982) notes 465,000 Acholi speakers in Uganda. Bavin (personal communication, 1983) estimates 500,000 Acholi and 300,000 Lango speakers in Uganda. Johnson (1978) notes 2.02 million in (or 14% of) Kenya. Voegelin and Voegelin (1977) estimate 534,000 Lango and Acholi speakers and 805,000 Luo speakers.

3 USAGE

Luo, Acholi and Lango may be considered to be local languages. Luo is broadcast on the Voice of Kenya.

4 DIALECT SURVEY

Although technically these are mutually intelligible, three sets of language materials are suggested because of differing orthographic and political traditions.

5 ORTHOGRAPHY STATUS

Scheven (personal communication, 1983) states that there is a standardized orthography, however, Bavin (personal communication, 1983) states that no standardized orthography is acceptable to all groups.

6 SETS OF LEARNING MATERIALS REQUIRED

7 RESOURCES

A. Institutional Resources
  *Michigan State University
  *University of Western Ontario
  Adult Education Department
  Ministry of Education, Kenya

B. Individual Resources
  Dr. Edith L. Bavin
  Ben G. Blount
  Randall Buth
  Chet Creider
  Christopher Ehret
  John Inadakwa
  Robert Moore
  Apollo Okoth
  Dr. Lucia Omondi
  Jenny Okello
  Albert Scheven
  P. Stefano

LUYIA B-16

1 CLASSIFICATION AND WHERE SPOKEN

Luyia (the spelling Luhya is not currently favored) belongs to the Central-Luhya Group of Bantu (Guthrie E32) and is spoken in neighboring areas of Kenya and Uganda near lake Victoria.

2 NUMBER OF SPEAKERS

The 1979 Kenya population figures list 2.1 million with a "tribal affiliation" of "Luhya". Figures for all countries total are not available. Voegelin and Voegelin (1979) list a figure of 654,000 speakers for Luyia proper (E32) and a figure of 1.02 million for the group E30 (1-5).

3 USAGE

Luyia is a regional first language. It is heard on Voice of Kenya.

4 DIALECT SURVEY

Most sources report that Luyia has around 17 or 18 dialects.

5 ORTHOGRAPHY STATUS

Nandwa (personal communication, 1983) reports that there was a standardized orthography, but due to political pressures different orthographies have been developed in some of the dialects.

6 SETS OF LEARNING MATERIALS REQUIRED

At present it has been suggested that all the dialects of Luyia would need separate materials due to political and cultural differences (Kanyoro, Nandwa, personal communication, 1984). But, it is not clear how many sets of materials this would entail.

7 RESOURCES

A. Institutional Resources
  - *University of Illinois at Urbana-Champaign
  - *Department of Adult Education, Nairobi
  - *University of Wisconsin at Madison
  - Department of Adult Education, Ministry of Education, Nairobi

B. Individual Resources
  - Dr. Rachel Angogo, Kanyoro
  - Christopher Ehret
  - John Indakwa
  - Mrs. Jane A. Nandwa
  - Douglas B. Patterson
  - Carol Scotton
  - Prof G. Were

MAASAI C-12

1 CLASSIFICATION AND WHERE SPOKEN

Maasai belongs to the southern Maa Group of Eastern Nilotic, and is spoken by the Maasai on the southern side of the Nairobi-Mombasa Road, in Kajaido, Narok, and Eastern Districts in Kenya, and also west of Mount Kilimanjaro along the border in Tanzania.

2 NUMBER OF SPEAKERS

The 1979 Kenya population figures list 241,000 with a "tribal affiliation" of Maasai. WTRP (1982) suggests 375,000 speakers (in Kenya), While Voegelin and Voegelin (1977 list 190,000).

3 USAGE

Maasai is an important regional language.

4 DIALECT SURVEY

Dialect survey work has been carried out under the auspices of the Deutsche Forschungsgemeinschaft, a group which sponsored a "language and dialect atlas of Kenya" survey from 1973-1977 (see bibliography for further information). Voegelin and Voegelin (1977) state that Maasai consists of one major dialect and two lesser ones.

5 ORTHOGRAPHY STATUS

There is a standard Maasai orthography

6 SETS OF LEARNING MATERIALS REQUIRED

One set of learning materials will be sufficient for Maasai.

7 RESOURCES

A. Institutional Resources

- *Christian Mission Fellowship
- *Deutsche Forchungsgemeinshaft
- *Missionaries of Africa
- Adult Education Department, Ministry of Education, Nairobi

B. Individual Resources

- Gary Brock
- Tim Doty
- Miss Lorna Eglin
- Dr. E.J. Elliston
- Father Terence Gogarty
- Phil Hudson
- Greg Johnson
- Christian Kenana
- Father Frans Mol
- Rev. John Mpaayei
- Walt Pattison
- Doug Jr. Priest
- Miss Ruth Shaffer
- Livingston Takona

MAKUA/LOMWE B-18

1 CLASSIFICATION AND WHERE SPOKEN

Makua and Lomwe are dialects or languages from the Makua Group (Guthrie P30) of Bantu. Makua is spoken in the southeastern most area of Tanzania and the northeastern most area of Mozambique; Lomwe is spoken in Mozambique along the northeast coast, as well as in Malawi.

2 NUMBER OF SPEAKERS

WTPR (1982) notes 3 million Makua and 2 million Lomwe speakers. The 1950 census for Mozambique notes 2.293 million Makua-Lomwe speakers. Voegelin and Voegelin (1977) estimate 1 million speakers of this group.

3 USAGE

Makua and Lomwe are used largely as local languages.

4 DIALECT SURVEY

No detailed dialect survey is known to us as of this time.

5 ORTHOGRAPHY STATUS

No information on the orthography of Makua/Lomwe is available to us at this time.

6 SETS OF LEARNING MATERIALS REQUIRED

It is thus unclear whether one or two sets of materials would be needed.

7 RESOURCES

A. Institutional Resources

We have received no information concerning the institutions involved in the study or teaching of Makua/Lomwe.

B. Individual Resources
- C.C. Cheng, Makua
- Thomas Price
- Mr. Peter Renju, Lomwe

MALAGASY A-9

1 CLASSIFICATION AND WHERE SPOKEN

Malagasy belongs to the West Indonesian branch of Hesperonesian and is spoken in Madagascar.

2 NUMBER OF SPEAKERS

There are over eight million speakers of Malagasy.

3 USAGE

Malagasy is the national language of Madagascar Republic. It is broadcast on Radio-Television Malagasy. In addition to many daily newspapers, the Ministere de l'Information puts out a bimonthly Bulletin de Madagascar containing linguistic and other studies.

4 DIALECT SURVEY

There are eighteen dialects in Malagasy. Merina is the standard.

5 ORTHOGRAPHY STATUS

A standardized orthography for Malagasy exists.

6 SETS OF LEARNING MATERIALS REQUIRED

One set of learning materials is sufficient based on Merina would be sufficient.

7 RESOURCES

A. Institutional Resources

B. Individual Resources
    Zefaniasy Bemananjara
    Michael Bennett
    Dr. Harisoa T. Rabiazamaholy
    Minoniaina Randrianja
    Randriana Minoniana Tetelle

MANDINGO A-10

1 CLASSIFICATION

Mandingo (also known as Mandikan and Manding) belongs to the Northern branch of Mande. It represents a collection of mutually intelligible dialects including Mandinka, Bambara, and Dyula, as well as others. Mandingo is spoken primarily in Senegal, Guinea, Sierra Leone, Gambia, Liberia, The Ivory Coast, Mali and Burkina Faso.

2 NUMBER OF SPEAKERS

WBTR (1978) notes two million Bambara speakers, one million Dyula speakers, and 100,000 Mandinka speakers. Platiel (1982) reports the following figures for Mandekan: Bambara; 1.5 million; Dyula, 310,000 and Mandinka (Maninka) 1.4 million.

3 USAGE

Mandekan is both a widely spoken first language as well as a widely used lingua franca in the above-mentioned areas. It is broadcast in Gambia over Radio Gambia and Radio Syd and in Mali over Radiodiffusion Nationale du Mali. A Bambara monthly, Kitaru, is published in Mali.

4 DIALECT SITUATION

Bambara is spoken primarily in Mali and also in eastern Senegal, Ivory Coast, and Upper Volta. Dyula is spoken in Ivory Coast, Mali, Upper Volta, and in Ghana. Mandinka is spoken in the Gambia and in Senegal (where it is often called Malinke).

5 ORTHOGRAPHY STATUS

A Mandingo orthography was established at the UNESCO meeting in Bamako, Mali, in 1966. Also, Bambara and Mandinka use orthographies standardized by Senegalese government decree in 1975 (see Bibliography).

6 SETS OF LEARNING MATERIALS REQUIRED

It is not clear at this time whether one set of materials based on the Bambara dialect would be sufficient.

7 RESOURCES

A. Institutional Resources

- *Boston University
- *Indiana University
- *Korhogo Bible School
- *Michigan State University
- *Mission Baptiste S.B.C. Sengal
- *Missionaries of Africa
- *United States Peace Corps
- *University of California at Berkley
- *University of Cologne (Inst fur Africanistik)
- *University of Nice
- *University of Wisconsin at Madison
- *Yale University
- Mission Evangelique, Mali
- *Gospel Mission Union
- *Institute for Liberian Languages
- *Ministre de l' Education National
- *Seminar fur Vergleichende und Indogermanische Sprachwissenshaft, Berlin
- *University of California at Los Angeles
- *University of London (SOAS)
- *University of Paris III (INALCO)
- *Worldwide Evangelization Crusade
- National Advisory Committee Gambia

B. Individual Resources

- Dr. Gilbert Ansere, Mandinka
- Charles Bird, Bambara
- Kebuteh Ceesay, Mandingo
- Seiney Ceesay, Mandinka
- Karen Courtenay, Bambara
- Denis Creissels, Mandingo
- Stanley L. Cushingham, Bambara
- Marie-Jose Derive, Dyula
- Kandioura Drame, Mandinka
- Mallafe' Drame, Mandinka
- Gisela Ducos, Malinke
- G. Dumestre, Bambara
- Baruch Elimelech, Bambara
- Lalo Fatty, Mandinka
- C. Magbaily Fyle, Kuranko
- Anne Garber, Mandingo
- Dennis Grudda, Mandingo
- Barbara G. Hoffman, Bambara
- Maurice Houis, Mande general
- Mamadou Kante, Mandingo
- Mr. Raimund Kastenholz, Manding
- Mr. Kinteh, Mandinka
- Judy Leidy
- Ronald Long, Bambara
- Mamadou Mane, Mandinka
- Keith Mountford, Bambara
- Dr. Klaus Piper
- Barbara H. Pitchford, Mandingo
- Kenneth Robertson, Mandingo
- Ladji Sacko
- Lamine Savadogo, Bambara
- Yahya M. Sanyang, Mandingo
- Alfred Schultz, Mandinka
- Hayib Sosseh
- Richard A. Spears, Maninka
- Felipe Tejeda, Mandinka
- Adama Timbo, Mandingo
- Madi Touray, Mandingo
- Robert Whittemore, Mandinka
- Miss Emma Wisser, Mandinka

MAURITIAN CREOLE C-13

1 CLASSIFICATION AND WHERE SPOKEN

Mauritian Creole is a creole based on a French vocabulary and is spoken on the island of Mauritius in the Indian Ocean. It is similar also to Seychelles Creole.

2 NUMBER OF SPEAKERS

There are approximately 900,000 first language and 100,000 second-language speakers of Mauritius Creole.

3 USAGE

Mauritanian Creole is the major language of Mauritius.

4 DIALECT SURVEY

No dialect survey is known to us as of this time.

5 ORTHOGRAPHY STATUS

An standard orthography has recently been devised.

6 SETS OF LEARNING MATERIALS REQUIRED

Presumably one set of materials would be sufficient for both Mauritius and Seychelles Creole.

7 RESOURCES

A. Institutional Resources
    *Mauritius Institute of Education

B. Individual Resources
    Dr. Ramesh Pudaruth
    Dev Virahsawmy
    Mr. J.L. Wright

MBUNDU (KIUMBUNDU) A-19

1 CLASSIFICATION AND WHERE SPOKEN

Mbundu (also known as kiMbundu or kiuMbundu) belongs to the Kimbundu Group of Bantu (Guthrie H20) and is spoken in northern Angola. Mbundu is often confused with Umbundu (Guthrie R10).

2 NUMBER OF SPEAKERS

Alexandre (1981) estimates around 150,000 speakers. Voegelin and Voegelin (1977) list 1 million speakers.

3 USAGE

Umbundu is one of the national languages of Angola and is being used extensively in literacy projects in that country.

4 DIALECT SURVEY

No detailed dialect survey is known to us as of this writing.

5 ORTHOGRAPHY STATUS

A UNESCO-sponsored literacy project in 1981/82 has possibly helped to standardize an orthography. (It does not appear that tone is marked in these literacy materials.)

6 SETS OF LEARNING MATERIALS REQUIRED

It is not known how many sets of learning materials would be needed.

7 RESOURCES

A. Institutional Resources
    *Rijksuniversiteit te Leiden

B. Individual Resources
    Thilo Schadeburg

MENDE/BANDI/LOKO

1 CLASSIFICATION AND WHERE SPOKEN

Mende, Bandi, and Loko all belong to the southwestern Group of Mande and are spoken in Sierra Leone/Liberia, northeastern Liberia, and north-central Sierra Leone, respectively.

2 NUMBER OF SPEAKERS

Figures are incomplete for this group. UBS (1982) notes 76,000 Loko speakers and 40,000 Bandi speakers. WTPR (1978) notes 940,000 Mende speakers in Sierra Leone and also in Liberia.

3 USAGE

Mende is a regional lingua franca and first language in southern Sierra Leone and is one of the four national languages of Sierra Leone. Bandi and Loko are local first langauges.

4 DIALECT SURVEY

No dialect survey has come to our attention. Dwyer reports that Mende, Bandi and Loko "stand on the dividing line between being distinct languages and being dialects . . ."

5 ORTHOGRAPHY STATUS

No standard orthography exists for any of these languages, though Mende is supported by a sizable dictionary.

6 SETS OF LEARNING MATERIALS REQUIRED

Dwyer suggests separate sets of learning materials for Mende, Bandi and Loko, with the priority being given to Mende, the language/dialect with the largest number of speakers.

MENDE/BANDI/LOKO (Continued)

7 RESOURCES

A. Institutional Resources

*Adult Education Unit, Sierra Leone
*Indiana University
*Languages et Civilisations a Tradition Oral (CNRS)
*Michigan State University
*University of Illinois at Urbana-Champaign
*University of Nice
*University of Wisconsin at Madison
*Fourah Bay College
*Institute for Liberian Languages
*Lutheran Bible Translators
*Ministry of Education, Sierra Leone
*University of London-SOAS
*University of Toronto

B. Individual Resources

Don Kovac, Bandi
Dr. Ibrahim Bangura
Donald G. Churma, Loko
Dr. William L. Coleman, Mende
David Dwyer, Mende
Gordon Innes, Mende
Diane Kimball, Loko
Rev. Les Kimball, Loko
Diana Kovac, Bandi
Sam Lebby, Mende
Mr. J. Pamagbi, Mende
Keren Rice, Mende
Dr. Joko Sengova, Mende
Richard A. Spears, Mende
Dr. William E. Welmers

MERU C-14

1 CLASSIFICATION

Meru is considered to be of the Meru-Tharaka Subgroup, Central Kenyan Group of Bantu (vs. Guthrie's E53, Kikuyu-Kamba Group). See Heine (1980) for an extensive discussion of the reclassification argument). Meru is spoken east of Mount Kenya in Meru District, Kenya

2 NUMBER OF SPEAKERS

Estimates include, 350,000 (Voegelin and Voegelin, 1977), 540,000 Meru speakers (Heine, 1980) and 800,000 Meru speakers (WBTR, 1982). The 1979 Kenya census notes 340,504 people who identified Meru as their "tribal/national affiliation."

3 USAGE

Meru is a local, first language and one of the languages broadcast over the Voice of Kenya.

4 DIALECT SURVEY

Dialect survey work for Kenya languages is offered in Heine and Molig (1980).

5 ORTHOGRAPHY STATUS

The orthography status of Meru is not known to us as of this writing.

6 SETS OF LEARNING MATERIALS REQUIRED

It is not known at this time, whether or not one set of materials would be sufficient.

7 RESOURCES

A. Institutional Resources
    *University of Wisconsin at Madison

B. Individual Resources
    Kathryn Speed Hodges
    Rachel Kanyoro

MONGO/NKUNDO B-21

1 CLASSIFICATION

Mongo and Nkundo belong to the Bongo Group (Guthrie C61) of Bantu and are spoken in northwestern Zaire and around Mbandaka as well as northeastern Zaire.

2 NUMBER OF SPEAKERS

Alexandre (1981) note approximately 500,000 speakers while Voegelin and Voegelin (1977) note over 217,000 (presumably first language) speakers.

3 USAGE

Mongo is used both as a local language and as a lingua franca in Zaire.

4 DIALECT SURVERY

Voegelin and Voegelin (1977) report 5 dialects of Mongo/Nkundo of which Nkundu is the largest.

5 ORTHOGRAPHY STATUS

The orthography status of Mongo and Nkundo is unknown to us as of this writing.

6 SETS OF LEARNING MATERIALS REQUIRED

Although only one set of materials appear to be required, it is not clear which dialect it should be based on.

7 RESOURCES

A. Institutional Resources

We have received no information concerning institutions involved in the teaching of or research on Mongo/Nkundo

B. Individual Resources

Dr. Walter D. Cardwell, Nkundo
Mrs. Wilma Jaggard Hobgood, Mongo
Mrs. Fran Maloka, Nkunko
Ms. Gertrude Shoemaker, Mongo

MORE B-21

1 CLASSIFICATION AND WHERE SPOKEN

More, which is spoken by the Mossi, belongs to the Gur Group of Niger Congo. More is spoken in Central Burkina Faso. It is also spoken by Mossi working in Ghana and Ivory Coast and Burkina Faso.

2 NUMBER OF SPEAKERS

WTPR notes 2.5 million speakers (1982). Johnson (1978) lists 175,000 first language More speakers in Ghana. Canu (1981) states that the latest surveys indicate that around 1.7 million people have More as their mother tongue.

3 USAGE

More is widely used as a lingua franca, as well as for a first language. Broadcasts in More are heard in Burkina Faso.

4 DIALECT SURVEY

Canu (1981) reports that More has four main mutually intelligible dialects. Ouagadougu, Ouahigouya, Kaya and Tendoko.

5 ORTHOGRAPHY STATUS

"More does have a standard official orthography. It was elaborated in 1977 by the Commission nationale des langues voltaigues." (Norbert Nikiema, p.c.)

6 SETS OF LEARNING MATERIALS REQUIRED

One set of materials should be sufficient, based on the Ouadougu dialect.

7 RESOURCES

A. Institutional Resources
- *Missionaries of Africa
- *University of Ouadougou
- *Upper Volta Baptist Mission
- *World Relief Corporation
- Centre d' Etudes du Moore
- University of Texas, Austin

B. Individual Resources
- Gaston Canu
- Patsy Eitelman
- Cuba Hall
- John F. Hall
- Moise Napon
- Norbert Nikiema
- Nancy Strickland
- Dr. Del Jr. Tarr

NAMA C-15

1 CLASSIFICATION AND WHERE SPOKEN

Nama is a Koisan language whose subclassification is widely contested; Greenberg lists it as Central South African Khoisan; Westphal considers it Khoikhoi. Nama is spoken from the Kaukau Veld in North South West Africa (Namibia) to Cape Province in South Africa. Another dialect may also be spoken in Angola.

2 NUMBER OF SPEAKERS

WTPR (1982) notes 98,000 speakers of Nama. The 1981 South African Bureau of Race Relations list 49,700 nama speakers in Namibia.

3 USAGE

Nama is a local language.

4 DIALECT SURVEY

No dialect survey has come to our attention.

5 ORTHOGRAPHY STATUS

An authorized orthography for Nama exists.

6 SETS OF LEARNING MATERIALS REQUIRED

It is not clear how many sets of learning materials would be required for Nama.

7 RESOURCES

A. Institutional Resources
  *University of London (SOAS)
  University of Marburg
  University of Witwatersrand

B. Individual Resources
  Johannes Boois
  Prof. D. E. Damman
  Wilfrid H. G. Haacke
  G.S. Nienaber
  Dr. Peter E. Roper
  A. Traill

NUBIAN B-23

1 CLASSIFICATION AND WHERE SPOKEN

The Nubian languages are spoken in southern Egypt and in Sudan. They belong to the Nubian group of Eastern Sudanic branch of Chari-Nile.

2 NUMBER OF SPEAKERS

As Nubians are pastoralists it is difficult to accurately estimate the number of speakers. While Voegelin and Voegelin (1970) citing Welmers that the five "languages" of the Nubian branch have around 1 million speakers they do not suggest a specific figure for Nubian itself.

3 USAGE

Nubian is a regional language.

4 DIALECT SURVEY

Although no dialect survey has come to our attention. Nubian is generally considered to be divided into Hill or Kordofan, Meidob, Kenuz, Mahas or Nobiin, and Dongolawi. The latter three, spoken along the Nile, are most likely candidates for language materials, according to Thelwall (personal communication, 1983). Although geographically separated by Mahas, Kenuz and Dongolawi are highly mutually intelligible.

5 ORTHOGRAPHY STATUS

There is no standardized orthography for Nubian. It has been written in both Latinized and in Arabic scripts.

6 SETS OF LEARNING MATERIALS RECOMMENDED

At the very least, two sets of materials will be required for Nubian. One set of materials could be used for Kenuz/Dongolawi and one set for Mahas.

7 RESOURCES

A. Institutional Resources
- *University of Wein, Institut fur Afrikanistik
- *University of Cologen (Institut fur Afrikanistik)

B. Individual Resources

C.H. Armbruster
Ayyub, Abd Al-Rahman
M. Mitwalli Badr
Herman Bell
G.M. Browne
Armgard Grauer
Fritz Hintze
Dr. Inge Hofmann
Prof. Andreas Kronenberg
Jean Le Clant
Johannes Lukas
Ali Osman
P.L. Shimie
Jay L. Spaulding
Prof Roland Stevenson
Robin Thelwall
Gertrud Von Massenbach
Yuri Zawadowski

NUER C-16

1 CLASSIFICATION AND WHERE SPOKEN

Nuer belongs to the Nuer Group, East Sudanic branch of Chari Nile and is spoken in Upper Nile Province, the Sudan, as well as in Western Ilubabor Province, Ethiopia.

2 NUMBER OF SPEAKERS

500,000 speakers in the Sudan and 40,000 speakers are noted in WTPR (1982) and also in Bender (1976).

3 USAGE

Nuer is presumed to be a local first language.

4 DIALECT SURVEY

Many dialects of Nuer are noted. Generally, Nuer is divided into two main dialects, Western Nuer (Jikany) and Eastern Nuer.

5 ORTHOGRAPHY STATUS

Nuer has a somewhat standardized orthography adopted at the Rejaf Language Conference in 1928. Since then, missionaries have somewhat modified the orthography.

6 SETS OF LEARNING MATERIALS RECOMMENDED

Two sets of language materials appear to be needed. Most materials are presently in the Eastern dialect. IRL plans to test materials in the future to determine how many sets would be necessary. UBS and SIL are presently sponsoring a religious materials project in "Union Nuer".

7 RESOURCES

A. Institutional Resources
    *IAL
    *Summer Institute of Linguistics
    *United Bible Society

B. Individual Resources
    Ms. Marian Fahrquar
    Rev. Robert Mc Glaughlin
    Charles E. Jordan
    Eleanor Vandervort

NUPE C-17

1 CLASSIFICATION AND WHERE SPOKEN

Nupe belongs to the Nupe-Gbari Group of Kwa and is spoken between Ilorin (Kwara State) and Bida (Niger State) in Nigeria.

2 NUMBER OF SPEAKERS

WTPR notes 1 million speakers (1982); Herault (1981) states that there are approximately 600,000, and Voegelin and Voegelin (1977) report 325,000 speakers.

3 USAGE

Nupe is a local language.

4 DIALECT SURVEY

Smith (1969) and Voegelin and Voegelin (1977) cite five dialect sets in Nupe:

1. Nupe Proper
2. Ebe
3. Dibo (Zitako)
4. Kupa
5. Bassa-nge or Basa-nge

5 ORTHOGRAPHY STATUS

The orthographic status of Nupe is unknown to us at this time.

6 SETS OF LEARNING MATERIALS RECOMMENDED

Apparently only one set of learning materials will be required for the teaching of Nupe.

7 RESOURCES

A. Institutional Resources

No instutions involved in the teaching of or the study of Nupe have come to our attention.

B. Individual Resources

Isaac George
I.S.G. Madugu
N.V. Smith

NYAKUSA C-18

1 CLASSIFICATION AND WHERE SPOKEN

Nyakusa, which belongs to the Konde Group of Bantu (Guthrie M31), is spoken in southwest Tanzania between Mbeya and Lake Nyasa as well as in the northern tip of Malawi and neighboring eastern Zambia.

2 NUMBER OF SPEAKERS

WTPR (1982) notes 400,000 speakers, Voegelin and Voegelin (1977) 254,000 and Alexandre (1981), at least 250,000.

3 USAGE

Nyakusa is a local language.

4 DIALECT SURVEY

No dialect survey has come to our attention. Nurse (1979) states "it is the impression of (first language speakers) that Nyakyusa has the following dialects :

1. Ngumba, also known as Kukwe
2. Mwamba, also known as Sokelo
3. Ngonde/Kaaselya

There was some disagreement among sources as to whether these are separate dialects or whether Ngonde included Kaaselya". (p. 119)

5 ORTHOGRAPHY STATUS

The orthographic status of Nyakusa is unknown to us as of this writing.

6 SETS OF LEARNING MATERIALS REQUIRED

Despite the lack of data, we presume that only one set of materials will be sufficient for Nyakussa.

7 RESOURCES

A. Institutional Resources
No institutions involved in the teaching of or the study of Nyakuse have come to our attention.

B. Individual Resources
Peter Akim

NYORO C-19

1 CLASSIFICATION AND WHERE SPOKEN

Nyoro belongs to the Nyoro-Ganda group of Bantu (Guthrie E11) and is spoken in Uganda south and southeast of Lake Mobutu Sese Seko, as well as in the Haut-Zaire region of Zaire. Technically the language name appears with a prefix as Runyoro, or ruNyoro.

2 NUMBER OF SPEAKERS

WTPR (1982) notes 400,000 speakers, Voegelin and Voegelin (1977), 180,000. Ladefoged, Glick and Criper (1972) using 1959 Census material that Nyoro speakers represent 6.2% of Uganda's population or about 590,000 people.

3 DIALECT SURVEY

No complete dialect survey has come to our attention. However Ladefoged, Glick, and Criper (1972), provide a table of mutual intelligibility for 20 Ugandan Bantu languages, showing Rutooro, Rutagwenda, and Runyankore ranging from 86 to 92 percent mutually intelligible with Runyoro "Runyoro/Rutooro . . . is accepted by Banyoro and Batooro as one language for teaching purposes". (p.44)

4 USAGE

Nyoro is a local language. Ladefoged, Glick and Criper (1972) report that it is the official vernacular in several Ugandan school districts and agricultural information services and that it is broadcast 9 1/4 hours per week in Uganda.

5 ORTHOGRAPHY STATUS

A standardized orthography was established in 1947.

6 SETS OF LEARNING MATERIALS REQUIRED

One set of learning materials appears to be sufficient for this language reading.

7 RESOURCES

A. Institutional Resources

We have received no information concerning instutions involved in the teaching or the study of this language

B. Individual Resources

We have received no information concerning individuals involved in the teaching or the study of this language

OROMO A-12

1 CLASSIFICATION AND WHERE SPOKEN

Oromo belongs to the Lowland East Cushitic family (Oromo subgroup) and is spoken in the southern half of Ethiopia, as well as mostly in Eastern Province, Kenya.

2 NUMBER OF SPEAKERS

Figures vary greatly

variety	country	speakers	source
	Kenya	100,000-150,000	Heine and Molig
Oromo Borana	Ethiopia	512,000	UBS
Oromo Borana	Kenya	80,000	UBS
Oromo western	Ethiopia	5.75 million	UBS
Oromo	overall	18 million	Gragg,

3 USAGE

Oromo is a significant regional first language and is spoken by the largest ethnic group in Ethiopia. Oromo is broadcast over the Voice of Revolutionary Ethopia and there is a weekly newspaper, Berisa, in Oromo.

4 DIALECT SURVEY

Some dialect survey work is detailed in Gragg and also in Heine (1980). Gragg (P.C. 1984) feels that all dialects are "largely mutually intelligible", and that "one Western-based standard, with many Eastern and Southern loan elements will eventually emerge".

5 ORTHOGRAPHY STATUS

There is no standardized orthography; Oromo is written either with Amharic or Romanized script. Gragg (p.c., 1984) states that "a written standard using the Ethiopia syllabary is gradually beingevolved." (p.c., 1984)

6 SETS OF LEARNING MATERIALS REQUIRED

One set of materials appears to be sufficient.

OROMO (Continued)

7 RESOURCES

A. Institutional Resources
- *Indiana University
- *Michigan State University
- *Rijksuniversiteit et Leiden
- *Southern Illinois University
- *University of Chicago
- *University of London (SOAS)

B. Individual Resources
- B.W. Andrzejewski
- David Appleyard
- M. Lionel Bender
- Dr. E.J. Elliston
- Christopher Eheret
- Gene Gragg
- Bernd Heine
- Wilhelm Molig
- J. Owens
- Philip A.S. Sedlack
- H. J. Stroomen
- Mr. K.M. Yri
- Bernard Wilhelm

RUANDA/RUNDI A-13

1 CLASSIFICATION AND WHERE SPOKEN

Ruanda and Rundi (properly, Kinyarwanda and Kirundi), Rwanda-Rundi Group of Bantu (Guthrie D60), are the mutually intelligible national languages of Rwanda and Burundi, respectively. Ruanda is also spoken in Tanzania, Uganda, and Zaire; Rundi is also spoken in Uganda.

2 NUMBER OF SPEAKERS

WTPR (1982) notes 4.4 million Ikiyarwanda speakers; Kimenyi (personal communication, 1983) notes 5 million first-language speakers of Kinyarwanda in Burundi, and 5 million first-language speakers of Kirundi, with 18 million L1 and L2 speakers total for both.

3 DIALECT SURVEY

No specific dialect survey has come to our attention. Kimenyi (1983) states that the three major ethnic groups in both countries share the same language and culture.

5 ORTHOGRAPHY STATUS

A standardized orthography has existed since the 1940's.

6 SETS OF LEARNING MATERIALS REQUIRED

One set of teaching materials would be sufficient.

RUANDA/RUNDI (Continued)

7 RESOURCES

A. Institutional Resources
    *C.E.L.A. Kigali, Rwanda
    *Conservative Baptist Foreign Mission
    *Indian University
    *Institut National de Recherche (RWANDA)
    *Missionaries of Africa
    *University of Burundi
    *University of Illinois at Urbana-Champaign
    *Univerisyt of Transkei
    L' Association des Eglises Baptistes
    California State University
    National University of Ruanda
    Bureau Pedogique pour l'Enseigment Secondaire (Rwanda)
    Institute for International Christian Communication
    Centre de Langue (Burandi)

B. Individual Resources
    Dr. Gerald Bates
    Fr. Paul Bertrand
    Miss Elizabeth E. Cox
    Mr. Peter Guillebaud
    Miss Rosemary Guillebaud
    J. Jeffry Hoover
    Irene Jacob
    Mukash-Kalel
    Glenn (Mr. & Mrs.) Kendall
    Alexandre Kimenyi
    Paul Ngarambe
    Pere Lambert
    J. Nash
    Pascal Ndayishinguje
    Lothaire Niyonkuru
    Phillippe Ntahombaye
    Jean-Baptist Nyahokaja
    David Odden
    Pastor C.M. Overdulve
    Pere Rodegem
    Cyprien Rugambra
    James Rumford
    Miss Evelyn Rupert
    Mr. Innocent Samusoni
    Rev/Mrs Gary Scheer
    Donald K. Smith
    Jacques Vincke
    Rev. Marvin Wolford

SANGO A-14

1 CLASSIFICATION

Sango, a trade language based on the Sango of the Ngabandi-Sango-Yakoma Group of Adamawa Eastern, is spoken primarily in the Central African Republic, where it is widespread. In addition, one finds some limited usage in border areas of neighboring countries, especially Zaire.

2 NUMBER OF SPEAKERS

Figures range from 1 million (Voegelin and Voegelin 1977(1.5 million (Thomas, 1981) to 1.8 million WTPR (1982) include first & second language speakers.

3 USAGE

Sango is a national language of Central African Republic, and has great importance as a commercial language on the Ubangi River throughout this area. Sango is heard in radio programs over La Voix de la Republique Centrafricaine.

4 DIALECT SURVEY

Thomas (1981) reports that several sources report that Ngbandi, Sango and Yakoma are not distinct languages but dialects. This fact coupled with the fact that Sango is primarily a lingua franca, that only one set of materials is required.

5 ORTHOGRAPHY STATUS

Sango has several orthographies. A uniform orthography is being developed by l'Institut Pedagogique National en Republique Centrafricaine.

6 SETS OF LEARNING MATERIALS RECOMMENDED

The usage of Sango as a lingua franca implies that one set of learning materials would be sufficient.

SANGO (Continued)

7 RESOURCES

A. Institutional Resources
- *Baptist Mid Missions
- *Langues et civilisations a tradition oral (CNRS)
- Institute Pedagogique National, Cellule Sango (C.A.R.)
- Foreign Missionary Society of the Grace Bretheren Church

B. Individual Resources
- Georges Agba
- Miss Clarissa Barton
- Paul Beals
- Jacob Bere
- Joseph-Theophile Bongo
- C. Raymond Buck
- Luc Bouquiaux
- Marcel Diki-Kidiri
- Miss Loie Knight
- Leon-Joseph Ndombet-Assamba
- Adolphe-Pakoua
- Rev. Richard Paulson
- Eugene/Bruce Rosenau
- Dr. William Samarin
- Thomas Schaefer
- Dr. David Seymour
- Lila Sheely
- Charles R. Taber
- Mr. Faustin Teguedere
- Philip Woss

SARA A-20

1 CLASSIFICATION

"Sara" is a generic term for a dialect cluster in Central Sudanic branch of Chari-Nile and spoken in Chad and the Central African Republic

2 NUMBER OF SPEAKERS

WBTR (1982) notes 600,00 Ngambai speakers; Voegelin and Voegelin (1977) report some 284,000 for all the dialects.

3 USAGE

The Sara dialect cluster represent local first languages.

4 DIALECT SURVEY

There is no agreement about the exact number of Sara dialects. In general the following dialects are agreed upon. The degree of mutual intelligibility has not been determined, Tucker and Bryan (1956) consider Sara to be a "dialect cluster" while Greenberg (1966) considers these variants to be dialects of one language. There are around ten Sara dialects total.

5 ORTHOGRAPHY STATUS

Thayer (1973) noted that Chad uses a standardized Ngambay orthography. No other information has come to our attention as of this (1984) writing.

6 SETS OF LEARNING MATERIALS REQUIRED

Sara proper is taken to be the dialect for which materials should be prepared.

7 RESOURCES

A. Institutional Resources
- *Baptist Mid Mission
- *Langues et Civilisations a Tradition Oral (CNRS)

B. Individual Resources
- Sandra Banasik
- Jean-Pierre Caprile
- Jacques Federy
- Alan Fisher
- Judy Leidy
- Moadjidibaye-Ti
- Mr. Moundo N. Nelralway
- Leine Palayer
- James Thayer
- Linda Thayer
- David M. Seymore

SARA (Continued)

7 RESOURCES

Lonkundo Dr. Walter Cardwell
Lonkundo Mrs. Fran Maloka
Luganda Toni Borowsky
Luganda John Kalema
Luganda Salomon Mpalanyi
Lunda Jay Nash
Lunda Jacques Vincke
Lunda J. Jeffrey Hoover
Mbum Shun'ya Hino
Melanesisu Robert A. Jr. Hall
Niger-Kong Prof. Dr. Paul P. Wolf
Nilo-Sah Lionel Bender
Oubanguien Jacqueline Thomas
Pangwa Dr. Hans Stirnimann

SENUFO (SENARI) B-24

1 CLASSIFICATION AND WHERE SPOKEN

The term "Senufo" refers both to a language (Senari) and a branch of Gur (Voltaic) which includes four distinct languages: Palaka, Dymini-Tagwana Central Senufo (Senari) and Northern Senufo (including the dialects of Suppire and Minanka), Voegelin and Voegelin, 1977). Senari, whcih means "the (Senufo) language" also stands for the language spoken in the northern Ivory Coast and a small part of Mali.

2 NUMBER OF SPEAKERS

Glaze (1981) notes 250,000 speakers (1981); WTPR (1982) notes 300,000 and Voegelin and Voegelin (1977) note 350,000.

3 DIALECT SURVEY

Manessy (1981) reports four principal dialects of Senari, Nya'a folo, Nafara, Tyebara (Cebaara) and Nowolo. Detailed dialect survey work is currently being carried out by the S.I.L. in the area.

4 USAGE

Senufo is a local first language.

5 ORTHOGRAPHY STATUS

Senufo languages in Ivory Coast use the official orthography developed for all languages in that country.

6 SETS OF LEARNING MATERIALS RECOMMENDED

One set of materials would be sufficient.

7 RESOURCES

A. Institutional Resources
- *Conservative Baptist Foreign Mission
- *Institute de Linguistique Applique (ILAS)
- *Langues et Civilisations a Tradition Oral (CNRS)
- Summer Institute of Linguistics, Abidjan
- University of Abidjan
- Summer Institute of Linguistics, England

B. Individual Resources
- Linnea Boese
- Don Bothel
- Ruth Casey
- M. Laughren
- Gabriel Manessy
- Richard Mills
- Elizabeth Mills
- Merrill Skinner
- Wolfgang Stradner

SERER C-21

1 CLASSIFICATION

Serer belongs to the Senegal Group of West Atlantic, and is spoken in the Saloum Valley of Senegal around Joal, as well as in the Gambia.

2 NUMBER OF SPEAKERS

WBTR (1982) notes 700,000 speakers of Serer, while the Senegalese 1960 census reports 306,000 speakers of the language. Voegelin and Voegelin (1977) report 300,000 speakers.

3 USAGE

Serer is a national langauge in Senegal, but is used primarily as a local first language.

4 DIALECT SURVEY

Voegelin and Voegelin (1977) report two main dialects: Serer None and Serer Sin, as well as three lesser dialects: Nyommka, Seguin, Ndoute.

5 ORTHOGRAPHY STATUS

Serer has an orthography standardized by Senegalese govenrment decree in 1975 (see Bibliography), but not all conventions are agreed upon.

6 SETS OF LEARNING MATERIALS RECOMMENDED

Presumably one set of materials would be sufficient.

7 RESOURCES

A. Institutional Resources
  *Mission Baptiste S.B.C. Sengal
  *United States Peace Corps, Senegal

B. Individual Resources
  Mme Aram Diop-Fall
  Arama Fall
  Stan Faye
  Waly Coly Faye
  Katherine M. Marcoccio
  Rev. Kenneth Robertson
  W. Pitchel
  Serge Sauvageot

SHONA A-15

1 CLASSIFICATION

Shona belongs to the Shona Group of Bantu (Guthrie S10). It is spoken by various groups (Karanga, Makorekore, Manyika, Ndau, Zezuru, etc) primarily in Zimbabwe, but also in western Mozambique (Manyika) and in south central Zambia.

2 NUMBER OF SPEAKERS

Horn (p.c., 1983) reports that there are about six million Shona speakers in Zimbabwe. Figures are unavailable for Mozambique and Zambia. Alexandre (1981) states that there are at least 1 million speakers.

3 USAGE

Shona is a language of education in Zimbabwe. Numerous newspapers publish in Shona and a sizable literature exists. Shona is also heard over the radio.

4 DIALECT SURVEY

Though there are many dialect differences in Shona, a standardized dialect is recognized.

5 ORTHOGRAPHIC STATUS

Shona has a standardized orthography.

6 SETS OF LEARNING MATERIALS REQUIRED

One set of learning materials will be sufficient for Shona.

SHONA (Continued)

7 RESOURCES

A. Institutional Resources

*ALOZ (Adult Literacy Org. of Zimbabwe)
*Boston University
*Howard University
*Michigan State University
*Rhodes University
*University of Illinois,Urbana-Champaign
*University of Washington
*Yale University
Zimbabwe Literature Bureau
*Baptist Mid Mission
*Cambridge University
*Indiana University
*Ranche House College
*University of Florida
*University of London
*University of Wisconsin at Madison

B. Individual Resources

Dr C.H. Borland
Stanley L. Cushingham
Hazel Carter
N.C. Dembetembe
Musvosvi Denford
Prof. George Fortune
Michael Hannan
Nancy Horn
Mrs. S. Kuimba
John Hutchinson
Seth Mandel
Mary S. Mubi
Kennedy Mujombi
David Odden
Douglas Patterson
Carolyn H. Perez
Bernadette Petto
Mr. I. Takawira

SIDAMO A-22

1 CLASSIFICATION AND WHERE SPOKEN

Sidamo is a language of the Highland East Cushitic Group spoken by the Sadamain the southern highlands east and west of Lake Awasa, Ethiopia.

2 NUMBER OF SPEAKERS

Estimates generally range from 650,000 to 860,000 (Bender, 1976); WTPR (1982) notes 857,000.

3 USAGE

Sidamo is a local first language.

4 DIALECT SURVEY

No dialect survey is known to us; however, Hudson (in Bender,1976:233) says that Sidamo . . . "is . . . little differentiated into dialects" and that "the differences are minimal . . . "

5 ORTHOGRAPHY STATUS

Very little is written in Sidamo. As far as we know, the only printed literature to date is the Bible, written in Amharic characters.

6 SETS OF LEARNING MATERIALS RECOMMENDED

One set of learning materials for Sidamo appears to be sufficient.

7 RESOURCES

A. Institutional Resources
    *Southern Illinois University

B. Individual Resources
    M. Lionel Bender
    Grover Hudson
    James Redden
    K.M. Yri

SOMALI A-16

1 CLASSIFICATION AND WHERE SPOKEN

Somali, which belongs to the East Cushitic branch of Cushitic, is spoken in the Somali Democratic Republic, the Ogaden region of Ethiopia, eastern and northeastern Kenya, and southern Djibouti.

2 NUMBER OF SPEAKERS

There are no complete figures available for the number of speakers of Somali. Heine (1980) notes 185,000 Somali speakers in Kenya. *Africa South of the Sahara* (1981:330) notes that "slightly over half the population [310,000] of Djibouti are Somalis."

3 USAGE

Somali is the national language of Somalia where it is used in the schools, government and daily commerce. There is a Somali daily newspaper in Mogadishu, *Xiddigta Obktobar*. Somali is heard on Voice of Kenya radio, Radiodiffusion-Television de Djibouti, and the Voice of Revolutionary Ethiopia.

4 DIALECT SURVEY

There are three mutually intelligible language collections (Johnson, personal communication, 1983) in Somali: Common or Northern (Isaaq); Central or (Af-) Raxan-Weyn; (Af-) Benaadir or coastal. Many materials have previously been prepared in Common Somali; however, the Mogadishu variety of Somali appears to be slowly becoming the standard. For further information on the Somali dialects in Kenya, see Heine (1980).

5 ORTHOGRAPHY STATUS

A Romanized orthography for Somali was adopted in 1972 which replaced a variety of older orthographies.

6 SETS OF LEARNING MATERIALS RECOMMENDED

One set of learning materials is sufficient for the learning of Somali.

SOMALI (Continued)

7 RESOURCES

A. Institutional Resources

- *Eastern Mennonite Board of Missions
- *Indiana University
- *Michigan State University
- *Rijksuniversiteit te Leiden
- *Universita Nazionale Somalia (Comitato Techno Linguistice)
- *University of London (SOAS)
- *University of Wisconsin at Madison
- University of Rome
- Semmario di Studi Africani
- Sudan Interior Mission
- Seminar Napoli

B. Individual Resources

- Hussein M. Adam
- Jakob Adan
- Ahmed Adan Ahmed
- Gianmaria Ajani
- Abdulaziz Sheriff Adam
- Ali Abdirahmn Hersi
- Edward Alpens
- Albert Antoniotto
- Roberto Ajello
- James de Vere Allen
- B.W. Andrzejewski
- Prof. F. Antinucci
- David Appleyard
- Mohamed A. Arush
- Linda Arvanites
- Giorgio Banti
- Jacqueline Bardolph
- Douglas Biber
- Kalif Bile
- Melanie Brant
- Stephen Brant
- Ulrich BrauKamper
- Biancamaria Bruno
- Giorgio R. Cardona
- John Caney
- Lee Cassanelli
- Nevile Chittick
- Reher Coats
- Virginia Lee Barnes Dean
- Morin Dider
- Conrad Dilger
- Mahdi Ali Dire
- John Distefano
- Christopher Ehret
- Abdullahi Sheikh Elmi
- Mohamed Osman Fadal
- Constitano Fallace
- Stephen Franke
- Helene R. Fuller
- Lucyna Gebert
- Charles Geshekter
- Gallo Pia Grassivaro
- Gevmano Grassivavio
- Abdulkarim Ahmed Guleid
- A. Haider
- M.A. Heban
- Lutz Heide
- Stefan Helmig
- Aderz Hjort
- Robert Hetzron
- Edna Adan Ismael
- Ahmed Duale Jama
- Bernd Jansen
- Jorg Janzen
- John Johnson
- Patrick Kakwenizire
- Hilarie Kelly
- Christer Krokfors
- Thomas Labahn
- David Laitin
- Marcell Lamberti
- Hubert Lauz
- Jacqueline Lecarme
- Judy Leidy
- I.M. Lewis
- Virginia Lulig

SOMALI (Continued)

B. Individual Resources
- Cabdalla Cumar Mansur
- Harold Marcus
- John Markakis
- Mohamed M. Mohammadien
- Mr. Modricker
- Mrs. D. Modricker
- Miss Ruth Myors
- Dr. Joseph J. Pia
- Renato Pozzi
- Annarita Puglielli
- Diana Putman
- Omar Osman Rabeth
- Haji Rabi
- Mohamed H.H. Rabi
- Abdirahman O. Raghe
- S. Ravarino
- Lanfranco Ricci
- Julia Rudkin-Jones
- Said S. Samatar
- Dr. John I. Saeed
- Hilary Costa Sanseverino
- Nikolas Schopfer
- Hans-Wichart Schuneman
- Fritz Serzisko
- Phillip Sedlak
- Bereket Hable Selasse
- Fred Sholz
- Isse Mohamed Siyad
- H.J. Stoomer
- Aud Talle
- Mohammed Siad Togane
- G. Traversa
- Emilio Tresalti
- Adrino Varolti
- Ismail Wais
- J. Warner
- Manfred Wehrman
- D. Wiegand
- Thomas Wilson
- John Wood
- George Wright
- Keenadiid Yaasin C
- Hassan Ismail Yusuf
- A. Zaborski
- Yusuf Omar Ali

SONGHAI B-25

1 CLASSIFICATION AND WHERE SPOKEN

Songhai belongs to the Songhai branch of Nilo-Sahran. Various dialects of Songhai are spoken near and along the Niger River from Djenna in Mali, through Burkina Faso, Niger, and into northern Benin and northwestern Nigeria as well as into southwestern Algeria.

2 NUMBER OF SPEAKERS

Tersis (1981) and WTPR (1982) notes 700,000 presumably first language speakers. The 1972 Niger census notes 1.001 million "Djerma Songhai" speakers. A figure which includes second language speakers. Heine (1970) also reports a figure of more than one million total speakers.

3 USAGE

Songhai is a significant regional as well as a national language of Niger. It is broadcast over Radio-diffusion du Mali as well as over La vois du Sahel in Niger.

4 DIALECT SURVEY

Nicolai in Les dialectes du songhay (1919) notes six major dialects of Southern Songhai, four major dialects of Northern Songhai, and two independent dialect clusters.

5 ORTHOGRAPHY STATUS

An orthography was adopted at the 1966 UNESCO meeting in Bamako, Mali (see bibliography).

6 SETS OF LEARNING MATERIALS RECOMMENDED

One set of materials would appear to be sufficient for the learing of Songhai.

7 RESOURCES

A. Institutional Resources
    Indiana University

B. Individual Resources

- Mrs. Janice Carson
- Abdou Hamani
- Miriam Morin
- Robert Nicolai
- Jane Petring
- Miss Arlene Spurlock
- Nicole Tersis
- Jennifer J. Yanco
- Mr. Daniel Zimmerman

SONINKE C-23

1 CLASSIFICATION

Soninke belongs to the Northern Branch of Mande. It is spoken from the intersection of northeast Senegal, southcentral Mauritania, and west/southwest Mali, to a line running east roughly along the Mali-Mauritanian border. It is also spoken in parts of the Gambia, Guinea Bissau, and Niger.

2 NUMBER OF SPEAKERS

Vogelin and Vogelin (1977) estimate the total number of Soninke speakers to be 457,000. Platiel (1978) gives a figure of 520,000.

3 USAGE

Soninke is a national language of Senegal. Most Soninke speakers also know Bambara.

4 DIALECT SURVEY

No dialect survey of Soninke has come to our attention.

5 ORTHOGRAPHY STATUS

Soninke has an orthography standardized by Senegalese government decree in 1975 (see Bibliography), but these conventions have not been accepted in other areas where Soninke is spoken.

6 SETS OF LEARNING MATERIALS RECOMMENDED

One set of learning materaials appears to be sufficient for Soninke.

7 RESOURCES

A. Institutional Resources
    *Indiana University

B. Individual Resources
    Charles Bird
    Manthia Diawara
    Martha Kendall
    Suzanne Platiel
    Mamadou Soumare
    Yero Sylla

SOTHO TSWANA A-17

1 CLASSIFICATION AND WHERE SPOKEN

For the purpose of this discussion, this language group encompasses three seperate languages Tswana or Setswana (S31) spoken in Botswana, South Africa and neighboring areas of Zimbabwe. Northern Sotho (S32, also known as Pedi as Transvaal Sotho is spoken in the northeastern South Africa, (Transvaal) and Southern Sotho (also known as Sotho proper is spoken further South and is the predominant language of Lesotho.

2 NUMBER OF SPEAKERS

The following figures have been reported.

	Voegelin	WTPR	Alexandre	Bastin
TSWANA	852,000	3,083,000	-	-
N. SOTHO	800,000	1,800,000	-	800,000
S. SOTHO	3,000,000	1,217,000	-	3,000,000
TOTAL	4,652,000	5,333,000	4,000,000	3,800,000

3 USAGE

Tswana is, according to Heine (1970) "next to English the official language of Botswana." In 1985, these languages will become mandatory subjects in South African junior and secondary schools. Botswana publishes a daily newspaper, Dikgang Tsa Gompieno, and a monthly newspaper, Kutlwana, in Tswana. The South African Broadcasting Company broadcasts radio and television programs in Tswana and Sotho. Radio Botswana also broadcasts in Sotho.

4 DIALECT SURVEY

Northern Sotho, Southern Sotho and (Se-)Tswana are three separate languages.

5 ORTHOGRAPHY STATUS

There is a separate standardized orthography for each language.

6 SETS OF LEARNING MATERIALS RECOMMENDED

Three separate sets of learning materials are required for the teaching of the languages under this heading.

7 RESOURCES

A. Institutional Resources

- *Baptist Mission in Bothuthatswana
- *Indiana University
- *Institute for Research into Language and Arts, Pretoria
- *Rhodes University
- *Stanford University
- *University of Port Elizabeth
- *University of Pretoria
- *University of Wisconsin at Madison
- University of Stockholm
- University of South Africa, Pretoria
- *Baptist Publication
- *Institute for Intl' Christian Research
- *Johannesburg College of Education
- *University of Orange Free State
- *University of Stellenbosch
- *University of Witwatersrand
- U.S. Peace Corps, Le Sotho

B. Individual Resources

- A.A. Abalaj, N. Sotho
- Mrs. M.C. Bill, Sotho
- Ken Cage, S. Sotho
- Mr. S. Chaphole, Sotho
- Katherine Demuth, S. Sotho
- Benjamin du Plessis, N. Sotho
- J.A. du Plessis, N. Sotho
- Prof J.A. du Plessis, Tswana
- Dr. C. F. Emslie, S.Sotho
- Prof. J.G. Gildenhuys, S.Sotho
- Mr. D. Gowlett, Sotho
- P.S. Groenewald, N. Sotho
- Wilfred Haacke, Sotho
- Tore Janson, Sotho
- Miss E. Jordaan, N. Sotho
- Mr. T.B. Khoali, Sotho
- Mr. J.H.M. Kock, N. Sotho
- Prof. C.J.H. Kruger, Tswana
- W.F. Kuse
- Dr. J.M. Lenake, Sotho
- L.J. Louwrens, N. Sotho
- Mr. N.P. Maaka, Sotho
- Jane K. Maeco, Tswana
- Mr. S.A. Makopo, N. Sotho
- J.P. Maripane, N. Sotho
- Mr. I.M. Moephuli, S. Sotho
- Mr. J.J. Moiloa, Sotho
- Prof. E.S. Moloto, Tswana
- Naledi Mothibatsela
- Stan Nussbaum, Sotho
- David Odden, Sotho, Tswana
- D.J. Prinsloo, N. Sotho
- Dr. Justus Roux, Sotho
- P.B. Sathekge, N. Sotho
- Gerard K. Schuring, N. Sotho
- Robert R.K. Scully, N. Sotho
- Sandy Sharp, Sotho
- Donalk K. Smith,
- Prof C. Swanepoel, Sotho
- J.W. Synman, Tswana
- E.B. Van Wyk, N. Sotho
- Wolfgang Zimmerman, N. Sotho

SUKUMA NYAMWEZI B-26

1 CLASSIFICATION AND WHERE SPOKEN

Sukuma and Nyamwezi, spoken in western Tanzania, form a dialect continuum. Accordingly, they are placed in the Sukuma-Nyamwezi Group of Bantu (Guthrie F20).

2 NUMBER OF SPEAKERS

Alexandre (1981) notes 1.6 million speakers. While Voegelin and Vogelin (1977) break this figure down to 890,000 Sukuma and 365,000 Nyamwezi speakers.

3 USAGE

The Sukuma-Nyamwezi cluster constitute regional languages in Tanzania. At least one major newspaper, Lumuli, is published in this language (Sukuma dialect) in Tanzania.

4 DIALECT SURVEY

No detailed dialect survey work has been done for Sukuma-Nyamwezi.

5 ORTHOGRAPHY STATUS

A standardized orthography exists for both.

6 SETS OF LEARNING MATERIALS RECOMMENDED

Scheven (personal communication, 1984) states that Sukuma and Nyamwezi have been taught separately and that two sets of teaching materials would be needed, despite the is mutual intelligibility of these dialects.

7 RESOURCES

A. Institutional Resources
    Maryknoll Fathers

B. Individual Resources
    A. Scheven
    Dr. Klaus Piper

SUPPIRE/MINIANKA C-24

1 CLASSIFICATION

Suppire/Minianka belongs to the Northern Senufo subgroup of Gur Voltaic, and is spoken in southeastern Mali.

2 NUMBER OF SPEAKERS

Glaze (1981) notes 300,000 speakers of Suppire, while Voegelin and Voegelin (1977) estimate 350,000 speakers.

3 USAGE

Suppire is an important regional language in Mali.

4 DIALECT SURVEY

Suppire and Minianka are according to Voegelin and Voegelin (1977) mutually ingelligible dialects, further survey work is being presently done (1983) near Sikasso by Robert Carlson of the S.I.L.

5 ORTHOGRAPHY STATUS

The Senufo languages in Ivory Coast use the official orthography developed for all languages in that country.

6 SETS OF LANGUAGE LEARNING MATERIALS RECOMMENDED

One set of materials appear to be sufficient.

7 RESOURCES

A. Institutional Resources
    *Summer Institute of Linguistics, England

B. Individual Resources
    Robert Carlson

1 CLASSIFICATION AND WHERE SPOKEN

Susu is a northern Mande language spoken in Guinea and Sierra Leone, and Mali.

2 NUMBER OF SPEAKERS

Grimes (1976) reports 86,500 speakers in northern Sierra Leone and 453,000 speakers in southern Guinea. Platiel (1978) gives a total of 505,000 Susu speakers and 113,000 Yalunka speakers. While Voegelin and Voegelin (1977) give a combined total of 392,000 speakers. Houis (1981) reports 550,000 speakers.

3 USAGE

Susu is an important regional language of northern Sierra Leone and eastern Guinea.

4 DIALECT SURVEY

No thorough dialect surveys of Susu have come to our attention, Voegelin and Voegelin (1977) report that the two dialects are virtually indistinguisable.

5 ORTHOGRAPHY STATUS

No information concerning the orthographic status of Susu has come to our attention.

6 SETS OF LEARNING MATERIALS RECOMMENDED

One set of materials should be sufficient.

7 RESOURCES

A. Institutional Resources
- *Indiana University
- *Langues et Civilisations a Tradition Oral (CNRS)

B. Individual Resources

Emmanuel Faber
C. Magbailey File
Judy Leidy
Linda Waugh

SWAHILI A-18

1 CLASSIFICATION AND WHERE SPOKEN

Swahili, of the Swahili subgroup of Coastal Bantu (Guthrie G42) is a major language spoken in many dialect forms throughout East Africa. It is spoken primarily on the Sahil (costal) region of East Africa from northern Mozambique (including the Comoroes), throughout Tanzania and Kenya and north to mid Somalia.

2 NUMBER OF SPEAKERS

WBTR (1982) reports that there are some thirty million Swahili speakers, while Heine (1970) state "It may be assumed today that 20 to 25 million have mastered Swahili more or less, well."

3 USAGE

Swahili is the official language of Tanzania and an official language in Zaire and Kenya. It is a language of instruction in Tanzania and is used extensively in East Africa as a trade language or as a lingua franca. Swahili is heard on radio broadcasts of La Voix de la Revolution (Burundi), The Voice of America (Liberia), The Federal Radio Corporation (Nigeria), Deutsche Welle Relay Station Africa (Rwanda), Radio-diffusion de la Republique Rwandaise, external broadcasts from the South African Broadcasting Company, on Swaziland Broadcasting Service, Radio Tanzania's internal broadcasts and broadcasts to Zanzibar, La Voix du Zaire and Radio Candip (Zaire's educational broadcast servise). Swahili periodicals include, in Kenya, Taifa Leo (daily), Chemsha Bongo (weekly), Afrika ya Kesho (monthly) as well as various trade and religious papers. In Tanzania there are two dailies, Kipanga and Uhuru, as well as numerous other periodicals. Literature in Swahili is extensive.

4 DIALECT SURVEY

There is a standard (literary) form of Swahili, therefore one set of teaching materials will be sufficient. Nonetheless, there are many dialectal variants of Swahili (see Heine, 1980 for more details).

5 ORTHOGRAPHIC STATUS

Swahili has a standardized orthography, though there are slight variations between countries.

6 SETS OF LEARNING MATERIALS RECOMMENDED

One set of learning materials is sufficient for the teaching of Swahili.

SWAHILI (Continued)

7 RESOURCES

A. Institutional Resources

*Alfred University
*Baptist Language School, Kenya
*Bloomfield College
*Brandeis University
*California State University at Fresno
*California State University at Sacramento
*Cambridge University
*Cheyney State College
*City University of New York Richmond College
*Colby College
*Columbia University
*Cuyahoga Comminity College
*Duke University
*ELCT Language and Orientation School
*University of Giessen
*Foreign Service Institute
*Grace Mission Inc.
*Harvard University
*Howard University
*Institute of Kiswahili Research
*Iowa State College
*Kalamazoo College
*Koninklyk Institut v.d. Tropen
*Lincoln University
*Lock Haven State College
*Marquette University
*Mercyhurst College
*Michigan State University
*Morehouse College
*New York University
*Northwestern University
*Oberlin College
*Ohio University
*Pennsylvania State University University Park
*Pomona College
*Portland State University
*Rijksuniversiteit te Leiden
*Rutgers University at New Brunswick
*SUNY, Albany
*SUNY, Buffalo
*SUNY, College at New Platz
*Allegheny College
*Boston University
*California State University at Chico
*California State University at Northridge
*California State University at San Jose
*Central College
*City University of New York Herbert H. Lehman College
*City University of New York York College
*Contra Coasta College
*Depauw University
*Duquesne University
*East Carolina University
*Eastern Washington State College
*Fordham University
*Friends World College
*Grambling State University
*Hebrew University
*Indiana University
*Instituto Universitario Orientale
* Naples
*Kent State University
*Langues et civilisations a tradition oral (CNRS)
*Lutheran Theological College
*McGill University
*Metropolitan State College
*Missionaries of Africa
*New Mexico Highland University
*Northeastern University
*Oakland University
*Ohio State University
*Pasadena City College
*Phillips-Universitat Marburg Ableitung Afrikanistik
*Portland Community College
*Ramapo College of New Jersey
*Roosevelt University
*Rutgers University Newark College of Arts and Science
*SUNY, Binghamton
*SUNY, College at Geneseo
*SUNY, College at Utica/Rome

SWAHILI (Continued)

*Sacramento City College
*Schweitzerish Afrika Gesellshaft
*Societe suisse d'Etudes African
*St. John's University
*St. Peter's College
*Syracuse University-Utica College
*University of California at Berkley
*University of Cape Coast
*University of Cincinnati
*University of Colorado
*University of Denver
*University of Georgia
*University of Illinois at Chicago Circle
*University of London (SOAS)
*University of Maryland at Baltimore County
*University of Michigan at Flint
*University of North Carolina at Chapel Hill
*University of Paris III (INALCO)
*University of Sidney
*University of Stockholm
*University of Texas-Austin
*University of Uppsala
*University of Washington
*University of York
*Wesleyan University
*Western Illinois University
*Worldwide Evangelization Crusade
University of Hamburg
Univeristy of Dar es Salaam

*School for International Training
*Scripps College
*Slippery Rock State College
*Southern Illinois University
*St. Lawrence University
*Stanford University
*University of Aalbourg, Denmark
*University of Bern (Dozentur fur Afrikanistik)
*University of California at Los Angeles
*University of Cologne (Inst. fur Afrikanistik
*University of Florida
*University of Houston
*University of Illinois at Urbana-Champaign
*University of Marburg, Cologne
*University of Maryland at College Park
*University of Minnesota
*University of New Mexico
*University of Notre Dame
*University of Oslo
*University of Pittsburg
*University of Port Harcourt
*University of South Carolina at Columbia
*University of Toronto
*University of Washington
*University of Wisconsin at Madison
*Washington State University
*West Virginia University
*William Patterson College
*Wright State University
*Yale University
University of Vienna
University of Delhi
University of Uppsala

B. Individual Resources

Torben Anderson
Prof. Mohammed Abdulaziz
Hassan Adam
Dr. Rachel Angogo
H. Akida
Peter Akim
A.A. Amidu
Borit G. I. Aspegren
Prof. M.A.A. Aziz
Sergio Baldi
May Balisidya
Herman Batibo

Elena Bertoncini
Eyamba Bokamba
James L Brain
G.M. Browne
Margaret A. Bryan
Rev. Ronald Butler
Patricia Lynn Carrell
Chacha Nyagotti Chacha
A.R. Chuwa
Prof Anthony Clayton
Stanley L. Cushingham
Norbert Cyffer

SWAHILI (Continued)

Herman Bell
Victoria Bergvall
Dr. Constance E. Berkeley
Ann Bierstacker
D.E. Dammann
James de Vere Allen
Ivan Dihoff
Gerrit J. Dimmendaal
Nicole Dominique
Carol Eastman
Christopher Ehret
Helen Erickson
Issak Issak Esmail
Helene R. Fuller
Susan Geiger
Olin Godare
Ernie Green
Marianne Gufstaffson
Mrs. Hamida Harrison
Janette (Lyndon) Harres
Magdelena Hauner
Clifford Hill
Thomas J. Hinnebusch
Jean-Marie Hombert
Nancy Horn
John Indakwa
Mr. Peter Itebete
Matt Kaaya
Dr. Kakai
Mukash-Kalel
R.A. Kanyoro
Mr. D.W.L. Kapings
Elane Kaufman
J. Kelly
A.M. Khamisi
Kamal Khan
S.D. Kianga
Yared Magori Kihore
John K Kiimbila
Miss Phyllis Kilbourn
Prof. C. Kisseberth
Jan Knappert
Elanah J. Kutik
Greta D Little
Abdulazia Yusuf Lodhi
Clifford L. Lutton
Joseph Mabwa
J.S. Madumula
Prof. Clement Maganga
Wilfred Mamuya
Seth Mandel
Mr. D.W.L. Masoko
Dr. Marsare
Hassan Marshad
Gian Luigi Martini
David Massamba
Ms. Z. Massabo-Tumbo
Kohombo Mateene
Dr. J.E.M. Maw
Ali-Amin Mazrui
E.D. Mbogo
James W. Mbotela
P.M. Mbughuni
P.Q.R. Mbunda
Sr. A. McWilliam
Mr. J.S. Mdee
Y. Mganga
Prof. G.A. Mhina
Dr. Gudrun Miehe
Mary Mitchell
Masaoki Miyamoto
Dr. D. Mkude
S.A.K. Mlacha
Miss Aiway Mmari
Mohamed A. Mohamed
Dr. Wilhelm Mohlig
Robert Owen Moore
Dr. Rupert Moser
L.P. Moshi
E.J. Mpogolo
Y.P. Msanjila
M.M. Mulokozi
J. Mungar
Muthoni Mwangi
Mr. H.J.M. Mwansoko
Dr. A.S. Nchimbi
Paul Ngarambe
Dominique Nicole
August Nimtz
Dr. Lourenco Noronha
Philip Noss
Derek Nurse
Arye Oded
R. Dr. Ohly
N.V. Okhotina
Apollo Okoth
Jacob Olpona
Howard Olson
Meshak Osiro
Mrs. Alice Osodo
Dr. Aida T. O'Reilly
Asenath Otieno

SWAHILI (Continued)

Dr. Carolyn A Parker
Douglas Patterson
Russell G. Paulson
Charles Pike
Edgar Poleme
Robert F. Port
Phil Porter
Ronald Rassner
Karl Reynolds
Jack D. Rollins
Yunus I. Rubanza
Prof Gabriel Ruhumbika
Dr. J.C. Russell
Sukari SaLone
Thilo Schaddeberg
Albert Scheven
Walter Schicho
Carol Scotton
Robert T.K. Scully
Philip A.S. Sedlak
T.S.Y. Sengo
Hassan Sisay
Earl W. Stevick
Dr. Hans Stirnam
Crispus Sultani
T.S.Y. Sungo
Mr. Canute W Temu
John Thiuri
Maddalena Toscano
T. Toweet
Z. Tumbo-Masabo
Marcel P. VanSpaandonck
Winfred Vass
Nino Vessella
Rev. Samuel Vinton
K.K. Virmani
Rainer Vossen
Frank Vuo
Damari Wakhungu
Wamukota Wambalaba
Prof Don Woods
Rev Siprian Yakobo
A. Zaborski
Dr. Sharifa Zawawi

TEMNE C-26

1 CLASSIFICATION AND WHERE SPOKEN

Temne, which belongs to the southern branch of the West Atlantic branch of Niger Congo, is spoken in the northern half of Sierra Leone.

2 NUMBER OF SPEAKERS

WBTR (1982) estimates 1.2 million speakers in Sierra Leone, while Voegelin and Voegelin (1977) report 525,000 speakers.

3 USAGE

Temne is one of the four official languages of Sierra Leone. It also is an important regional language. Radio broadcasts are heard daily in Temne in Sierra Leone.

4 DIALECT SURVEY

No detailed dialect survey is known to us at this time.

5 ORTHOGRAPHY STATUS

No information concerning a standard Temne orthography has come to us at this time.

6 SETS OF LEARNING MATERIALS RECOMMENDED

One set of materials is presumed sufficient.

7 RESOURCES

A. Institutional Resources
    *Adult Education Unit, Sierra Leone
    *Fourah Bay College
    *Ministry of Education, Sierra Leone

B. Individual Resources
    Dr. Abou Bai-Sheka
    Ibrahim Bangura
    William Coleman
    David Dalby
    C. Magbaily Fyle
    J.K. Gbla
    Panda Kamara
    Rev. and Mrs. Dale Leinbach
    Keith Mountford
    Dr. Julie F. Nemer
    Dr. A.K. Turay
    Dr. W.A.A. Wilson

TESO TURKANA C-28

1 CLASSIFICATION AND WHERE SPOKEN

The Teso-Turkana cluster consists of two major groupings in Eastern Nilotic, Ateso and Ng'aturk(w)ana (commonly Turkana). Teso is spoken primarily in Uganda (Teso District) but also in Kenya (Busia District). Turkana is spoken in Kenya (Turkana District, and around Isiolo town, Samburu District) (from Dimmendaal, personal communication, 1983).

2 NUMBER OF SPEAKERS

Most sources note 250,000 Turkana speakers in Kenya (Heine, 1980 and Dimendaal, 1983 pc). WTPR (1982) notes 700,000 Teso speakers in Uganda. The 1979 Kenyan population census notes 207,249 people who claim Turkana and 132,487 people who claim Teso as their "tribal/national affiliation." Tucker (1981) reports 5597,000 Teso speakers in Kenya and Uganda and 181,000 Turkina speakers.

3 USAGE

Teso and Turkana are local languages. Teso is used as a language of instruction in Teso District schools.

4 DIALECT SURVEY

Teso and Turkana are on opposite ends of a dialect continuum, with only 70.2% of mutual intelligibility. In addition, both groups have "major social differences" (Dimmendaal, p.c., 1982).

5 ORTHOGRAPHIC STATUS

Only Turkana has a standardized orthography.

6 SETS OF LEARNING MATERIALS RECOMMENDED

Two sets of materials will be required.

7 RESOURCES

A. Institutional Resources
- *Christian Interrior Mission, Turkana
- *Rijksuniversiteit te Leiden, Turkana
- Ministry of Culture, Kenya, Turkana

B. Individual Resources
- Mrs. Laura Otaala, Teso
- Joan Anderson, Turkana
- Dr. R. S. Chapman, Turkana
- Dr. Gerrit J. Dimmendaal, Turkana
- Bernd Heine
- Randall Nelson. Turkana
- Dr. Thilo C. Schadeberg, Turkana

TIGRINYA A-19

1 CLASSIFICATION AND WHERE SPOKEN

Tigrinya belongs to the Tigrinya branch of Ethio-Semitic (Bender, 1976) and is the main language of Tigre Province, Ethiopia.

2 NUMBER OF SPEAKERS

There are around 3.5 million speakers of Tigrinya, according to WTPR (1982); Bender notes 3.6 million speakers (1976).

3 USAGE

Tigrinya is a major language of Ethiopia. (Note: Orthodox Christians who speak this language are called Habesh; Muslims are often called Jabarta.) Tigrinya is used on Ethipia's Voice of the Revolution and is also heard over the Sudan Broadcasting Service.

4 DIALECT SURVEY

No dialect survey has come to our attention. "Ullendorff (1973:121 and 1955) believes that regional variation in Tigrinya is insignificant, but Bender, Hailu and Cowley (1976) believe that Tigrinya has several dialects . . ." p. 564, Non-Semetic Languages of Ethiopia.

5 ORTHOGRAPHY STATUS

The official orthography for Tigrinya.is Amharic's orthography.

6 SETS OF LEARNING MATERIALS RECOMMENDED

While the situation is not clear it would appear that one set of materials would be sufficient.

7 RESOURCES

A. Institutional Resources
- *Rijksuniversiteit te Leiden
- *University of London (SOAS)
- Tel Aviv University

B. Individual Resources
- D. Appleyard
- Abraham Demolz
- M. Denais
- Jack Fellman
- Grover Hudson
- Prof. Olga Kapeliuk
- Wolf Leslau
- Lanfranco Ricci
- H.J. Stroomer
- Tsehaye Teferra
- Edward Ulendorf

TIV B-27

1 CLASSIFICATION AND WHERE SPOKEN

Tiv is a member of the Bantoid subgroup of Benue-Congo and is spoken in the eastern part of Nigeria, particularly in Benue State.

2 NUMBER OF SPEAKERS

Christian Reformed World Mission estimates 1.5-2 million speakers (T. Koop, personal communication, 1983). While Voegelin and Voegelin (1977) suggest somewhere betwean 600,000 and 800,000.

3 USAGE

Tiv is a prominent local language.

4 DIALECT SURVEY

No thorough dialect survey has been done to our knowledge. Tiv is one language with minor dialectal differences (Koops, personal communication, 1983).

5 ORTHOGRAPHY STATUS

Tiv orthography is presently (1984) being revised and reviewed by a government commission. Presently, tone markings exist in Tiv only where words would be ambiguous.

6 SETS OF LEARNING MATERIALS RECOMMENDED

One set of materials should be sufficient.

7 RESOURCES

A. Institutional Resources
    *Christian Reformed World Missions
    *Indiana University

B. Individual Resources
    David Arnot
    Thomas J. Koop
    Robert Koops
    Leo Sibomana
    K. Shimizu
    Gerard Terpstra
    W.A. Umezinwa

TSONGA B-28

1 CLASSIFICATION

Tsonga is an all-inclusive name for the Tswa-Ronga or Tonga Group of Bantu (Guthrie S50). These dialects or languages (see Dialect Survey below) are spoken in Mozambique, South Africa, Zambia, and Zimbabwe.

2 NUMBER OF SPEAKERS

Louw and Baumbach (personal communication, 1983) note three million Tsonga speakers in Mozambique and 800,000 in South Africa. WBTR (1982) notes 889,000 Tsonga speakers in South Africa and also 600,000 in Zambia. Alexandre (1981) suggest a figure greater than 1.25 million.

3 USAGE

Tsonga is an important regional language.

4 DIALECT SURVEY

No detailed information concerning the distribution and differentiation of Tsonga dialects has come to our attention.

5 ORTHOGRAPHY STATUS

Shagaan, Tshwa, and Tsonga each have their own orthographies.

6 SETS OF LEARNING MATERIALS RECOMMENDED

The existence of three separate orthographies would require at least three sets of materials.

7 RESOURCES

A. Institutional Resources
- *We have received no information concerning institutions involved in the teaching of or the study of Tsonga.

B. Individual Resources
    Prof. J.A. Louw
    Prof. E.J.M. Baumbach

TUMBUKA C-27

1 CLASSIFICATION AND WHERE SPOKEN

Tumbuka belongs to the Tumbuka group of Bantu (Guthrie N20) and is spoken in northern and central Malawi, the Lundazi District of Zambia and also in Tanzania.

2 NUMBER OF SPEAKERS

Over 489,000 Tumbuka speakers were noted in Malawi and Zambia (1966 census); Voegelin and Voegelin (1977) give a figure of 156,000 speakers, while Alexandre (1981) state that there are at least 200,000 speakers.

3 USAGE

Tumbuka is a regional first language.

4 DIALECT SURVEY

Voegelin and Voegelin (1977) report nine mutually intelligible dialects of Tumbuka. Kashoki (1980:3) notes that the Senga, Tumbuka, Fungwe, and the Yombe of Zambia "speak practically the same language."

5 ORTHOGRAPHY STATUS

No evidence of a standardized Tubmuka orthography has come to our attention.

6 SETS OF LEARNING MATERIALS RECOMMENDED

Presumably, one set of learning materials would be sufficient.

7 RESOURCES

A. Institutional Resources

We have received no information concerning institutions involved in the teaching of or the study of Tumbuka.

B. Individual Resources

Dr. Anadel Phiri
Hazen Vail

UMBUNDU A-20

1 CLASSIFICATION AND WHERE SPOKEN

Umbundu, which belongs to the Umbundu Group of Bantu (Guthrie R10) is spoken in southeastern Angola near the Koubango River, as well as in parts of Namibia. Umbundu should not be confused with Kimbumdu (Guthrie H10).

2 NUMBER OF SPEAKERS

Alexandre (1981) notes at least 1.5 million speakers. The Angolan 1960 census lists 1,746,109 speakers of UMbundu. Voegelin and Voegelin (1977) list 1,700,000 speakers, and Heine (1970) states that were lingua Franca speakers included, the figure would be around 1.8 million

3 USAGE

UMbundu is one of the national languages of Angola and is being used extensively in literacy projects in that country. It is also heard on broadcasts of Radio Nacional de Angola.

4 DIALECT SURVEY

No thorough dialect survey is known to us as of this writing.

5 ORTHOGRAPHY STATUS

A UNESCO-sponsored literacy project in 1981/82 has helped to standardize an orthography.

6 SETS OF LEARNING MATERIALS RECOMMENDED

It is not known how many sets of learning materials would be needed though the existence of a standardized orthography would suggest one set of materials would be sufficient.

7 RESOURCES

A. Institutional Resources
We have received no information concerning institutions involved in the teaching of or the study of Umbundu.

B. Individual Resources
Istvan Fodor

VENDA C-29

1 CLASSIFICATION AND WHERE SPOKEN

Venda belongs to the Venda Group of Bantu (Guthrie S21) and is spoken in Zimbabwe and in South Africa.

2 NUMBER OF SPEAKERS

WTPR (1982) notes 424,000 speakers in South Africa. No number is listed for Zimbabwe. Grimes (1978) notes 400,000 and 40,000 for South Africa and Zimbabwe, respectively. The 1980 South African census notes 692,000 speakers of Venda in that country. Voegelin and Voegelin (1977) list 150,000 Venda speakers.

3 USAGE

Venda is used in government notices in South Africa. It is an important regional language. It is also an important regional language and used on internal radio broadcasts by the South African Broadcasting Company.

4 DIALECT SURVEY

No thorough dialect surveys have come to our attention.

5 ORTHOGRAPHY STATUS

No evidence of a standardized Venda orthography has come to our attention.

6 SETS OF LEARNING MATERIALS RECOMMENDED

One set of materials appears to be sufficient.

7 RESOURCES

A. Institutional Resources
University of Leiden

B. Individual Resources
Prof. J.A. du Plessis
Prof. M.E.R. Mathira
Mr. N.A. Milubi
Dr. J.L. Reyneke
Dr. Thilo Schadeberg
Prof. E. Westphal

WOLOF A-21

1 CLASSIFICATION AND WHERE SPOKEN

Wolof belongs to the Northern Branch of the West Atlantic Group of Niger Congo. It is spoken principally in western Senegal, but also in the Gambia. A few speakers are reported for the southwest corner of Mauritania

2 NUMBER OF SPEAKERS

Estimates for Senegal include from 1.2 million first-language speakers (Vogelin and Vogelin, 1977), 1.5 million (Sauvageot, 1981), to 2 million (WTPR 1982). The WTPR also estimates around 40 thousand first-language speakers in the Gambia or about 13% of the population.

3 DIALECT SITUATION

Wolof has some dialectal variation, though no detailed dialect survey has come to our attention. The major reported dialectal difference is between that of Senegal and the Gambia due to the influence of French and English loan words respectively (Ka, p.c., 1984).

4 USAGE

Wolof is a major language of Senegal, spoken by over one third of the population as a first language. In addition, it serves as the most widely-used non-European lingua franca in Senegal. Although French is the official language of Senegal, the current policy objective is to have each student read in the predominant language of the region. This includes Wolof, Serer, Peul (Pulaar), Diola, Mandingue, and Sarakole (Soninke). Wolof is used in radio broadcasts, and also by civil servants (Nussbaum, 1970). In the Gambia, Wolof follows behind Malinke and Fufulde in importance. Plans have been made to use Wolof as the medium of education at the primary level.

5 ORTHOGRAPHIC STATUS

A standard Wolof orthography has been in use since 1975.

6 SETS OF LEARNING MATERIALS RECOMMENDED

One set of materials would be sufficient for language teaching and learning purposes.

WOLOF (Continued)

7 RESOURCES

A. Institutional Resources

- *Conservative Baptist Foreign Mission
- *Indiana University
- *Langues et civilisations a tradition oral (CNRS)
- *United States Peace Corps (Senegal)
- *University of Wisconsin at Madison
- Summer Institute of Linguistics
- Centre de Lingistique Applique
- Georgetown University
- Institute National de Langues et Civilizations Ovientales
- *Howard University
- *Kalamazoo College
- *Mission Baptiste S.B.S. Senegal
- *University of Illinois Urbana-Champaign
- University of North Carolina
- Howard University

B. Individual Resources

- Hannah Baldwin
- Eyamba Bokamba
- Saine Cessary
- Mbaye Cham
- Eric Church
- Dr. Dakha Leme
- Mr. Pathe Diagne
- Amadou Diallo
- Birama Diallo
- M. Aram Diop
- Pr. Dr. Cheikh Diop
- Mallefe Drame
- Marilyn Escher
- Arame Fal
- J.C. Frye
- William Whitney Gage
- Pape A. Gaye
- Mademba Ngan Gueye
- Judith T. Irvine
- Omar Ka
- Boubacar Kane
- Prof. Gabriel Manessy
- Sarr Momodou
- Molly Melching
- Mr. Cheik A. Ndao
- Diagne Pathe
- Walter Pichl
- Keneth Robertson
- S. Sauvegeot
- Hayib Sosseh
- W.A. Stewart
- Filipe Tejeda
- Dorothy Wills

XHOSA ZULU SWAZI A-22

1 CLASSIFICATION AND WHERE SPOKEN

Xhosa, Zulu, Swazi, and Ndebele are langauges in the Nguni group of Bantu (Guthrie S40). Xhosa is spoken in the Transkei coastal region of South Africa; Zulu, south of Swaziland inland and along the coast; Swazi, in Swaziland; all three in South Africa. Ndebele is spoken in southwest Zimbabwe as well as in the Transvaal, South Africa.

2 NUMBER OF SPEAKERS

WTPR (1982) notes 380,000 Ndebele speakers; 716,000 Swazi speakers; 4,435,000 Xhosa speakers, and 5,421,000 Zulu speakers. Figures from South Africa's Race Relations Annual Survey show 480,000 Ndebele speakers, 1981.

3 USAGE

Zulu is the national language of Zululand; Swazi, of Swaziland, and Xhosa , of the Transkei and the Ciskei. Ndebele is taught as a subject in Zimbabwean schools.

4 DIALECT SURVEY

J.A. Louw (personal communication, 1982) reports that (Ndzundda-Manala) Ndebele is "a Zulu dialect insofar as it is mutually intelligible with Zulu".

5 ORTHOGRAPHY STATUS

All four languages have standardized orthographies.

6 SETS OF LEARNING MATERIALS RECOMMENDED

Separate sets of materials are recommended for Swazi, Ndebele, Xhosa, and Zulu.

7 RESOURCES

A. Institutional Resources

- *Baptist Publication
- *Howard University
- *Institute for Research into Language and the Arts-Pretoria
- *Michigan State University
- *Rhodes University
- *University of California at Los Angeles
- *University of Illinois at Urbana-Champaign
- *University of Orange Free State
- *University of Pretoria
- *University of Stellenbosch
- *University of Wisconsin-Madison
- *University of the Western Cape
- Potchefstroom University
- Rand University
- *Boston University
- *Indiana University
- *Johannesburg College of Education
- *Rand Afrikaans University
- *University of Bern Dozentur fur Afrikanistik
- *University of Cape Town
- *University of London (SOAS)
- *University of Natal
- *University of Port Elizabeth
- *University of South Africa
- *University of Transkei
- *University of Witwatersrand
- *Yale University
- Cambridge University
- University of Marburg

B. Individual Resources

- Linda Arvanites, Zulu
- G. Brokensha, G., Zulu
- Prof T. Cope, Zulu
- Stanley Cushingham, Zulu
- Mrs. A. Daniels, Xhosa
- J. Dhlomo, Zulu
- Clement M. Doke, Zulu
- E.J. Dorfling, Zulu
- Mr. J.T. Engelbrecht, Xhosa
- B. du Plessis Goslin, Zulu
- J.A. du Plessis, Xhosa, Zulu
- S. Gous, Xhosa
- Mr. H.C. Groenewald, Zulu
- Mr. W.M. Gule, Zulu
- D.S. Gxilishe, Xhosa
- A.P. Hendrikse, Xhosa
- Larry Hills, Xhosa
- Mrs. B. Ingram, Xhosa
- Prof Dorcas Jafta, Xhosa
- Mr. J.S.M. Khumalo, Zulu
- Prof. Dr. W.J. Kruger, Xhosa
- M.B. Jr. Kumalo, Zulu
- Mazisi Kunene, Zulu
- Dr. Daniel Kunene, Xhosa
- Wandile F. Kuse, Xhosa
- G.T. Ligthelm, Zulz
- J.A. Louw, Xhosa, Zulu, Ndebele
- Mr. J.K. Marbuza, Zulu
- Mr. L.M. Mbadi, Xhosa
- Mr. S. Mbiza, Xhosa
- Mr. R.M. Mfeka, Zulu
- Mrs. P.B. Mngadi, Zulu
- Prof. P.C. Mokgokong, Zulu
- Mr. C.T. Msimang, Zulu
- Beverly Muller, Zulu
- Douglas Mzob, Zulu
- Prof. S.J. Neethling, Xhosa
- Prof. Ngcongwone, Zulu
- G.S. Nienaber, Zulu
- N. Nkosi, Zulu
- Prof. D. BZ Ntuli, Zulu
- C.L.S. Nyembezi, Zulu
- Gregory John Orr, Zulu
- Prof. H.W. Pahl, Xhosa
- Bernadette Petto, Zulu
- Lionel C. Posthumus, Zulu
- Justus C. Roux, Xhosa
- Prof. S. Satyo, Xhosa
- Mr. A.B. Stuurman, Xhosa
- D. Rycroft, Zulu
- Mrs. C.V.P. Shwala, Zulu
- S. Skikna, Zulu
- Mr. A. Strachan, Zulu
- Jeff Thomas, Zulu
- Anthony Traill, Zulu
- PMS Von Staden, Zulu
- Ms. A. Van Huyssteen
- A. Wilkes, Zulu
- Mrs. Marilyn Wood, Zulu
- Mr. J.M. Xulu, Zulu

YAO/MAKONDE B-30

1 CLASSIFICATION AND WHERE SPOKEN

These languages, known as the Yao Group of Bantu (Guthrie P20), include Yao (spoken by the Yao primarily in southern Malawi but also in southeastern Tanzania and in Mozambique), and Makonde (spoken by the Makonde primarily in southeastern Tanzania and in Mozambique).

2 NUMBER OF SPEAKERS

Nurse (1980) suggests that "there are well over 1 million Yao"; Voegelin and Voegelin (1977) note 1 million Makonde. WTPR (1982) reports 600,000 Makonde in Malawi. Alexandre (1981) estimates over one million for the entire group.

3 USAGE

Yao and Makonde are local first languages.

4 DIALECT SURVEY

No thorough Yao dialect survey has come to our attention. Nurse (1980:127) notes that more work needs to be done on the Makonde dialect situation but notes: "Makonde is said to have as dialects
a. ci-nninma b. ci-mihuta c. ki-maraba d. ki-mavihа
but there is some debate about whether the last two are to be considered dialects or languages."

5 ORTHOGRAPHY STATUS

The existence of a standardized orthography for either Yao or Makonde is unknown to us as of this writing.

6 SETS OF LEARNING MATERIALS RECOMMENDED

The number of separate sets of learning materials needed is unclear.

7 RESOURCES

A. Institutional Resources

We have received no information concerning institutions involved in the teaching or studying of this language.

B. Individual Resources

We have received no information concerning individuals involved in the teaching or studying of this language.

YORUBA A-23

1 CLASSIFICATION AND WHERE SPOKEN

Yoruba belongs to the Yoruba Group of Kwa and is spoken in the southwestern part of Nigeria (Lagos, Ogun, Ondo, Oyo and parts of Kwara States) as well as in enclaves in Benin and Togo.

2 NUMBER OF SPEAKERS

WTPR (1982) estimates 15 million speakers in Nigeria.

3 USAGE

Yoruba is one of the major languages of Nigeria and is an official (national) language.

4 DIALECT SURVEY

Herault (1981) states that there are 17 dialects of Yoruba. Various respondents consider Oyo-Ibadan Yoruba to be the literary standard.

5 ORTHOGRAPHY STATUS

Oyo-Ibadan Yoruba is generally taken to be the literary standard, thus representing a standardized orthography.

6 SETS OF LEARNING MATERIALS RECOMMENDED

One set of materials would be sufficient. However, Ishekiri, a widely divergent dialect of Yoruba (Voegelin and Voegelin (1977), may require separate materials.

YORUBA

7 RESOURCES

A. Institutional Resources

- *Bowling Green State University
- California State University at Fresno
- *Harvard University
- *Howard University
- *Kent State University
- *SUNY, Buffalo
- *Stanford University
- *University of California at Los Angeles
- *University of Florida
- *University of Illinois at Urbana-Champaign
- *University of Wisconsin
- *Yale University
- University of Vienna
- *Boston University
- *Cambridge University
- *City University of New York, Herbert H. Lehman College
- *Iowa State College
- *Michigan State University
- *Southern Illinois University
- *University of California at Berkeley
- *University of Cologne (Inst fur Afrikanistik)
- *University of Ilorin
- *University of Pittsburg
- *Western Washington State College
- University of London
- University of Ife

B. Individual Resources

- Prof. Wayne Abimbola
- A. Adetugbo
- John Adive
- Michael Afolayan
- Funso Akere
- F. Niyi Akinnaso
- Akintola
- Titus Adebisi Amoo
- Robert G. Armstrong
- Oladelle Awobulyi
- Prof. A. Awolalu
- Prof. A. Awolalu
- Yiwola Awoyale
- Adeboye Babalola
- B.R. Badejo
- Ayo Bamgbose
- Karin Barber
- Karen Courteney
- Stanley Cushingham
- Ivan Dihoff
- S.A. Ekundayo
- Baruch Elimelech
- A.B. Fafunwa
- Isaac George
- Father Bob Hales
- Jean-Marie Hombert
- Stephen R. Luckau
- Tony Obliade
- Babatunde Ogunpolu
- Mr. J.A. Ogunsina
- Afolabi Olabimtan
- Afolabi Olabode
- Prof. Niyi Oladeji
- Chief O. Olajubu
- Mrs. Omotayo Olutoye
- Opeoluwa Onabajo
- Qnabajo Opeoluwa
- Yusuf Ore
- Olasope O. Oyeleran
- Douglas Pulleyblank
- Kiyoshi Shimizu
- Akin Shode
- Dr. Herbert Stahlke
- Dr. Jan Sterk
- Dennis Warren
- R.W. Wescott

ZANDE B-30

1 CLASSIFICATION AND WHERE SPOKEN

Zande is a language of the Eastern subgroup of Adamawa-eastern and is spoken in southeastern Central African Republic, southwestern Sudan and northern Zaire.

2 NUMBER OF SPEAKERS

WTPR (1982) gives these approximate figures:

230,000 Sudan
730,000 Zaire
30,000 C.A.R.
990,000 total

Thomas (1981) states that there are more than 700,000 speakers of Zande in all. While Heine (1970) states that this number is less than a million.

3 USAGE

Zande is a local first language.

4 DIALECT SURVEY

No thorough dialect survey is known to us as of this writing. IRL (see below) is preparing literacy materials based on Zande spoken around Yambio. Later tests of the materials are planned to determine if other dialects sets would be necessary.

5 ORTHOGRAPHY STATUS

An orthography was established for Zande at the 1928 Rejaf Language Conference. Past materials have not consistently marked vowel quality and nasalization; present efforts are including these as well as tone on the tense particles (Duerksen, personal communication, 1983).

6 SETS OF LEARNING MATERIALS RECOMMENDED

One set appears to be sufficient, but see 4 above.

7 RESOURCES

A. Institutional Resources
  - *Laboratoire d' Information et Lingisttique Appliquee
  - *Langues et civilisations a tradition oral (CNRS)
  - *Summer Institute of Linguistics, London
  - *University of Oslo

B. Individual Resources
  - Raymond Boyd
  - Robert Prouty
  - Rolf T. Endresen

Appendix A:
Language Priorities Categories

Group A Languages (Highest Priority)

1. Akan (Twi/Asante/Akuapem/Fante)
2. Amharic
3. Arabic
4. Chewa/Nyanja
5. Fulfulde (Fula/Peulh/Fulani)
6. Hausa
7. Igbo
8. Kongo
9. Malagasy
10. Mandingo (Bambara/Mandinka/Dyula)
11. Ngala (Lingala)
12. Oromo (Galla)
13. Ruanda/Rundi (Kirwanda/Kirundi)
14. Sango
15. Shona
16. Somali
17. Sotho/Tswana (including Ndebele)
18. Swahili
19. Tigrinya
20. Umbundu
21. Wolof
22. Xhosa/Zulu/Swazi
23. Yoruba

Group B Languages (Second Priority)

1. Anyi/Baule
2. Bamileke
3. Bemba
4. Berber (Tamazight/Tamacheq/Kabylle)
5. Chokwe/Lunda
6. Efik/Ibibio
7. Ewe/Mina/Fon
8. Ganda (Luganda)
9. Gbaya
10. Kalenjin (Nandi/Kipsigis)
11. Kamba (Kikamba)
12. Kanuri
13. Kikuyu
14. Krio/Pidgin (Cluster)
15. Luba (Chiluba)
16. Luo/Acholi/Lango
17. Luyia
18. Makua/Lomwe)
19. Mbundu (Kiumbundu)
20. Mende/Bandi/Loko
21. Mongo/Nkundo
22. More/Mossi
23. Nubian
24. Senufo
25. Songhai
26. Sukuma/Nyamwezi
27. Tiv
28. Tsonga
29. Yao/Makonde (Bulu)
30. Zande

Group C Languages (Third Priority)

1. Dinka (Agar/Bor/Padang)
2. Edo (Bini)
3. Gogo (Chigogo)
4. Gurage
5. Hehe
6. Idoma
7. Igbira (Ebira)
8. Ijo
9. Kpelle
10. Kru/Bassa
11. Lozi (Silozi)
12. Maasai
13. Mauritian Creole
14. Meru
15. Nama (Damara)
16. Nuer
17. Nupe
18. Nyakusa
19. Nyoro
20. Sara
21. Serer
22. Sidamo
23. Soninke
24. Suppire
25. Susu
26. Temne
27. Teso/Turkana
28. Tumbuka
29. Venda

Appendix B: African Languages Reported to Have More Than 500,000 Speakers (and not included in Appendix A)

Language	Country	Classification	Estimations		
Alur	Uganda	Nilotic	500,000 W	200,000 V	180,000 L
Gussi	Kenya Tanzania	Bantu	800,000 W	500,000 A	258,000 V
Hadiyya	Ethopia	Cushitic	1,000,000 W	700,000 B	
Igala	Nigeria	Kwa	800,000 W	100,000 V	
Kambaata	Ethiopia	Cushitic	500,000 W	250,000 B	
Kambari	Nigeria	?	500,000 W	67,000 V	
Lugbara	Uganda	Sudanic	500,000 W	224,000 V	352,000 L
Ngbaka	Zaire		500,000 W		
Welamo	Ethopia	Omotic	1,000,000 W	9,000,000 B	

A = Alexandre (1982)
B = Bender (1976)
L = Ladefoged, Glick and Cripper (1972)
V = Voegelin and Voegelin (1976)
W = WTPR (1982)

Appendix C:
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Yao/Makonde:	
Yoruba	
Zande:	Raymond Boyd

Appendix D

Institutional Questionnaire

Institution Name________________________ Director/Head__________
Address ________________________ Name of Respondent
________________________ ____________

Please fill out one form for each African language listed in appendix A which your institution offers instruction, develops materials, conducts linguistic research or publishes literature.

If your institution does not offer or deal with any of these African languages, then please check here (___) and return the questionnaire.

1. Name of language heading (see appendix A) ____________________
   Name of dialect or further specification ____________________

   Levels taught (check all that apply):
   ___ 1st year ___ 2nd year ___ 3rd year ___ 4th year
   ___ literature classes ___ conversation classes ___ other

   Instructors name a)______________________________________
   and addresses ______________________________________

   Instructors name b)______________________________________
   and addresses ______________________________________

   Instructors name c)______________________________________
   and addresses ______________________________________

2) Have you prepared or do you have in preparation learning materials in this language? If yes, please list or otherwise enclose a listing of all such publications including 1) author, 2) author's address, 3) title, 4) most recent publication date) and 5) price.

Appendix E

Individual Questionaire

NOTE: PLEASE USE A SEPARATE SURVEY FORM FOR EACH LANGUAGE HEADING OR SUBHEADING YOU CONSIDER TO BE DISTINCT WITH RESPECT TO THE TEACHING AND PREPARATION OF MATERIALS.

1) For which language heading and subheading are you completing this form?
____

2) Your name ______________________________

3) Your title or position ______________________________

4) Institutional affiliation and address if applicable
____
____

5) Your preferred mailing address, if different from above
____

6) We would like to publish this information in the language directory. This may result in your being contacted for information concerning this language, and it may consequently involve some additional time in this regard. Do you wish to have this information published in the directory?
___ yes ___ no

______________ Signature

7) YOUR BACKGROUND IN THIS LANGUAGE
A) ___ First Language
B) ___ Second Language, Where studied ______________

8) TEACHING EXPERIENCE
Level Mode (classroom, individualized, tutorial, intensive)
A) beginning ______________
B) intermediate ______________
C) advanced ______________
D) literature ______________
E) other ______________

9) Research in this language is for me a/an ______ part of my ongoing professional activities.
___ Exclusive ___ Large ___ Important ___ Minor ___ Very Minor

10) YOUR RESEARCH/PROFESSIONAL INTERESTS FOR THIS LANGUAGE
A) ___ General Linguistics
___ phonology ___ morphology ___ synatx ___ semantics
B) ___ Historical/Comparative
C) ___ Sociolinguistics, Language and Culture
D) ___ Language learning
___ teaching ___ materials development ___ testing
E) ___ Other (please specify)

11) LEARNING MATERIALS YOU HAVE PREPARED/ARE PREPARING:
(e.g., textbooks, grammars, dictionaries, readers, phrasebooks, tapes, visual aids, cultural materials, drills, etc.)

A) Have you ever published any such materials for this language?
___ yes (please attach a listing of these materials including
___ no (author, publisher, date, availability and cost)

B) Have you prepared such materials for this language which have yet to be published?
___ yes, but they are not available for dissemination
___ yes, available for dessemination (please describe)
___ yes, plan to publish or in press with ___________________
___ almost, estimated completion date ______________________
___ no

C) Do you know of any such unpublished material prepared by someone else ? If so, please indicate author and mailing address.

12) Please give the name and address of three authorities whom you consider the most knowledgeable in the language:
a) ____
b) ____
c) ____

13) Is there a standardized orthography for this language?
___ yes ___ no (If yes, please identify)

14) How many distinct sets of learning materials would be needed for the languages and dialects included under this language heading, due to dialectal, orthographic or political differences? ________

14-15) OPTIONAL:

14) On a separate sheet of paper list what you regard to be the best set of materials presently available for the study of this language. Include material which will cover the following areas, basic text, reference grammar, dictionary.

15) In your opinion, what are the areas of greatest learning material needs for this language?

____

APPENDIX F:
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IMALCO see Institut National...

IRLA see Institute for Research into Language and the Arts

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Univesite de Gabon,
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1 Rue Defacqz 1050 Bruxelles,
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Mauritskade 63, 1092 AD Amsterdam
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Appendix I

A Country by Country Listing of the 83 High Priority Languages

Algeria: Arabic
Angola: Chokwe/Lunda, Kongo, Mbundu, Umbundu
Benin: Ewe/Mina/Fon, Fulfulde, Hausa, Songhai, Yoruba
Botswana: Sotho/Tswana
Bourkina Faso: Fulfulde, Mandingo, More, Senufo, Songhai
Burundi: Ruanda/Rundi
Central African Republic: Gbaya, Sango, Zande
Cameroun: Arabic, Bameleke, Fulfulde, Gbaya, Hausa Krio/Pidgin, Sango, Gbaya
Chad: Arabic, Hausa, Kanuri
Comoros Islands: Arabic, Swahili
Congo: Kongo, Lingala
Djibouti: Arabic, Somali
Egypt: Arabic, Nubian
Equatorial Guinea: Krio/Pidgin
Ethiopia: Amharic, Arabic, Gurage, Oromo, Sidamo, Somali, Tigrinya, Teso/Turkana
Gabon: Kongo (kiTuba)
Gambia: Fulfulde, Krio/Pidgin, Mandingo, Serer/Sine Wolof
Ghana: Akan, Anyi/Baule, Ewe/Mina/Fon, More, Senufo
Guinea: Arabic, Fulfulde, Krio/Pidgin, Kpelle, Mandingo, Susu
Guinea Bissau: Mandingo Soninke, Susu,
Ivory Coast: Anyi/Baule, Mandingo, More, Senufo
Kenya: Kalenjin, Kamba, Kikuyu, Luo, Luhia, Maasai, Mero, Oromo, Somali, Swahili, Teso/Turkana
Lesoto: Sotho/Tswana
Liberia: Mandingo, Mende/Bandi/Loko, Kpelle, Kru/Bassa
Libya: Arabic
Malagasy Republic: Malagasy
Malawi: Chewa/Nyanja, Nyakusa, Tumbuka, Yao/Makonde
Mali: Arabic, Fulfulde, Mandingo, Senufo, Songhai, Soninke, Suppire
Mauritania: Arabic, Fulfulde, Soninke, Wolof
Mauritius: Mauritian Creole
Mozambique: Makua, Tsonga, Yao/Makonde
Namibia: Nama, Sotho/Tswana
Niger: Arabic, Berber, Fulfulde, Kanuri, Songhai
Nigeria: Arabic, Edo, Ewe/Mina/Fon, Efik/Ibibio, Fulfulde, Gbaya, Hausa, Idoma, Igbira, Igbo, Ijo, Kanuri, Nupe, Tiv, Yoruba
Rwanda: Ruanda/Rundi
Senegal: Fulfulde, Mandingo, Serer/Sine, Soninke, Wolof
Sierra Leone: Krio/Pidgin, Mandingo, Mende/Bandi/Loko, Susu Temne
Somalia: Arabic, Somali

South Africa:	Nama, Sotho/Tswana, Tsonga, Xhosa/Zulu/Swazi, Venda
Sudan:	Arabic, Dinka, Fufulde, Nubian, Nuer, Zande
Swaziland:	Xhosa/Zulu/Swazi
Tanzania:	Gogo, Luo, Maasai, Makua, Meru, Nyakusa, Ruanda/Rundi, Swahili, Sukuma/Nyamwezi, Tumbuka, Yao/Makonde
Togo:	Ewe/Mina/Fon, Yoruba
Tunisia:	Arabic
Uganda :	Ganda, Luhia, Nyoro, Ruanda/Rundi, Swahili
Zaire:	Bemba, Chokwe/Lunda, Kongo, Lingala, Luba, Mongo/Nkundo, Nyoro, Ruanda/Rundi, Sango, Swahili, Zande
Zambia:	Bemba, Chewa/Nyanja, Chokwe/Lunda, Lozi
Zimbabwe:	Lozi, Shona, Sotho/Tswana, Venda

Appendix J:

Country/Language Listings

Akan:	Ghana, Ivory Coast
Amharic:	Ethopia
Anyi-Baule:	Ivory Coast, Ghana
Arabic:	Algeria, Cameroun, Chad, Djibouti, Egypt, Ethopia, Guinea, Libya, Malagasy, Mali, Mauritania, Morocco, Niger, Somalia, Sudan, Tunisia
Bamileke:	Cameroun
Bemba:	Zambia, Zaire
Berber:	North Africa
Chewa/Nyanja:	Malawi, Mozambique, Zambia, Zimbabwe
Choke/Lunda:	Angola, Zambia, Zaire
Dinka:	Sudan
Edo:	Nigeria
Ebira	Nigeria
Efik/Ibibio:	Nigeria
Ewe/Mina/Fon	Benin, Ghana, Nigeria, Togo
Fulfulde:	Benin, Burkina Faso, Cameroun, Chad, Guinea, Guinea Bissau, Mauritania, Mali, Niger, Nigeria, Senegal
Ganda:	Uganda
Gbaya:	Cameroun, Central African Republic
Gurage:	Ethopia
Hausa:	Benin, Niger, Nigeria (also enclaves in Cameroun, Chad, Ghana, Ivory Coast, Libya, Sudan)
Hehe:	Tanzania
Idoma:	Nigeria
Igbo:	Nigeria
Ijo:	Nigeria
Kalenjin:	Kenya
Kamba:	Kenya
Kanuri:	Cameroun, Chad, Nigeria
Kikuyu:	Kenya
Kongo:	Angola, Zaire
Kpelle:	Liberia
Krio/Pidgin:	Cameroun, Equatorial Guinea, Gambia, Ghana, Nigeria, Sierra Leone
Kru/Bassa:	Ivory Coast, Liberia
Lingala:	Angola, Cameroun, Central African Republic, Congo, Zaire
Lozi:	Zambia
Luba:	Zaire
Luo/Acholi/Lango:	Kenya, Uganda
Luyia:	Kenya, Uganda
Maasai	Kenya, Tanzania
Makua/Lomwe:	Mozambique, Tanzania
Malagasy:	Malagasy Republic
Mandingo:	Burkina Faso, Gambia, Guinea, Ivory Coast, Liberia, Mali, Senegal, Sierra Leone
Mauritian Creole:	Mauritius
Mbundu:	Angola

Mende/Bandi/Loko: Liberia, Sierra Leone
Meru: Kenya
Mongo/Nkundo Zaire
More/Mossi: Burkina Faso, Ghana, Inory Coast
Nama: Angola, Botswana, Namibia, South Africa
Nubian: Robin Thelwall, P.L. Shinnie
Nuer: Ethopia, Sudan
Nupe: Nigeria
Nyakusa: Malawi, Tanzania
Nyoro: Uganda, Zaire
Oromo: Ethopia, Kenya
Ruanda/Rundi: Tanzania, Uganda, Zaire
Sango: Central African Republic, Zaire
Sara: Central African Republic, Chad
Senufo: Burkina Faso, Ivory Coast
Serer: Gambia, Senegal
Shona: Mozambique, Zimbabwe
Sidamo: Ethopia
Somali: Djibouti, Ethopia, Kenya, Somalia
Songhai: Algeria, Burkina Faso, Benin, Mali, Niger, Nigeria
Soninke: Gambia, Guinea Bissau, Mali, Mauritania, Senegal
Sotho/Tswana: Botswana, Lesotho, Namibia, South Africa
Sukuma/Nyamwezi Tanzania
Suppire: Mali
Susu: Guinea, Sierra Leone
Swahili: Kenya, Mozambique, Tanzania, Zaire
Temne: Sierra Leone
Teso/Turkana: Kenya, Uganda
Tigrinya Ethopia
Tiv: Nigeria
Tsonga: Mozambique, South Africa, Zambia, Zimbabwe
Tumbuka: Malawi, Tanzania, Zambia
Umbundu Angola, Namibia
Venda: South Africa
Wolof: Gambia, Mauritania, Senegal
Xhosa/Zulu/Swazi: South Africa, Swaziland, Zimbabwe
Yao/Makonde: Malawi, Mozambique, Tanzania
Yoruba: Benin, Nigeria, Togo
Zande: Central African Republic, Zaire

Appendix K:

New Institutional/Individual Questionaire

1. This form is for ____ individual or ___ institution.
2. Name of individual completing this form (please Print).
3. Department (if applicable)
4. Instution or Organization (if applicable).
5. Address
6. City, (State) and Country.
7. Language Information (please use a separate line for each or major dialect with which your or your institution is working.

ID	Language	Heading	Language or Dialect	RES	MAT	TCH	MOD	LVL

*Explantations and instructions are given on the following page. Once completed, please send this form to David Dwyer, African Language Project, African Studies Center, Michigan State University, East Lansing, Michigan 48824.

ID: Identification: Use the identivication number listed in appendis A (e.g., Berber=B4, Igbo=A7). If the language is from group D identify the language using the Greenberg (1966) classification adding Guthrie's taxonomy for Bantu languages.

Language Heading: Use the language heading listed in appendix A, if a group D please submit a Language Fact Form (Appendix L).

Language or Dialect: If you work specifically within one subarea of this heading (e.g., Mandingo/Bambara or two distinct subareas (e.g. Xhosa-Zulu/Xhosa and Zulu) then use two lines for this information.

RES: Research: Do you carry out research on this language (phonology, sociolinguistics, historical/comparative)? Simply state yes or no.

MAT: Materials Development: Are you preparing or have you prepared learning materials for this language? If "yes" please attach a description.

TCH: Teaching

a) Individuals: Are you teaching or have you taught this language?
b) Institutions: Do you teach or is your institution prepared to teach this language?

MOD: Mode of teaching: Under what instructional mode is this language being offered?

CLS: yearly offering for college credit or equivalent
DMD: on demand for college credit or equivalent
NCR: other types of instruction not for academic credit

LVL: Level of instruction: Indicate the level to which instruction is being offered.

BEG: beginning, equals one year of college study
INT: intermediate, equals two years of college study
ADV: advanced, equals more than two years of college study

Appendix L:

Language Fact Form

1. CLASSIFICATION AND WHERE SPOKEN
   (Use Greenberg, 1966) for Congo-Kordofanian (including Guthrie for Bantu), Koisan and Afroasaiatic (but Bender (1977) for Nilotic and the Semitic languages of North Africa. For location indicate countries and within countries use compass points.

2. NUMBER OF SPEAKERS
   (Give sources, ideally census figures or other demographic surveys; indicate whether this includes both first and second language users.)

3. USAGE
   (Include role as a lingua franca, whether a national, regional or local language, official recognition, use in schools, radio and television, magazines and newspapers.)

4. DIALECT SURVEY
   (Indicate any published surveys, major dialect distinctions, if any, which would possibly suggest separate sets of learning materials, name of standard dialect if any.)

5. ORTHOGRAPHIC STATUS

   (Indicate status of orthographies used, and degree of standardization.)